

Developed in cooperation with

Iowa Association of Business and Industry Foundation

Iowa Department of Economic Development

Iowa Department of Education

Iowa Workforce Development

South Central Iowa Federation of Labor, AFL-CIO

School-to-Work Office

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Introduction

Welcome to the *Work-based Learning Guide 2002*. This document replaces:

- Iowa Risk Management Guide for Work-Site Learning Environments, Revised Edition, November, 2000
- Iowa Cooperative Vocational Education Handbook, Revised 10/99
- Legal Aspects of Work-Place Learning, Revised 1999
- Cooperative Education Training Notebook, circa 1985

This document offers general guidance for students, teacher-coordinators, school administrators, employers, businesses, communities, and others involved in a work-based learning experience receiving credit in an Iowa school. But ***the Guide is just that – only a guide; no single document covering work-based learning can be comprehensive.*** This Guide provides many useful resources, including an overview of work-based learning program development; safety and health for students in such programs; labor laws and legal issues affecting students, schools, and employers; and a collection of contacts and Web links related to work-based learning.

Due to state budget constraints, the *WBL Guide 2002* will *not* be released as a printed document; it will be maintained in electronic form as a PDF file available for download through the Iowa Department of Education Web site. A link to Adobe Acrobat Reader, the software needed to view PDF files, can also be found at the Iowa Department of Education Web site at <<http://www.state.ia.us/educate/index.html>>

Always use the file with the most current / recent date, or call the appropriate state or federal agency for more information about specific topics or questions.

The local Work-based Learning/School-to-Work (WBL/STW) teacher-coordinator and school district are responsible for staying current on all applicable laws and procedures affecting work-based learning experiences.

Iowa Workforce Development, Iowa Division of Iowa Labor Services, also maintains up-to-date information on its Web site <<http://www.state.ia.us/iwd/labor/index.html>>. Check regularly for information on safety, health, labor, legal issues and consultation services.

Cooperating Agencies

The *Work-based Learning Guide 2002* was developed in cooperation with the Iowa Association of Business and Industry Foundation, Iowa Department of Economic Development, Iowa Department of Education, Iowa Division of Labor Services, the South Central Iowa Federation of Labor AFL-CIO, and the School-to-Work Office.

As attorney for the Iowa Department of Education and the School-to-Work Office, Andrew J. Bracken, of Ahlers, Cooney, Dorweiler, Haynie, Smith & Allbee, P.C. in Des Moines, provides legal advice on federal and state child labor laws.

As Managing Agent for insurance programs of the Iowa Association of School Boards, Robert E. Jester of Jester Insurance Services, Inc., in Des Moines, provides advice to Iowa schools and school districts on insurance and liability issues.

Work-based Learning Review 2002

Through a review committee, information in a collection of previously published documents has been revised in the form of this *Work-based Learning Guide 2002*. Input was provided from colleagues and constituents of many agencies, including the Iowa Department of Education (Ray Morley, Jim Flichler, Colleen Hunt, Laurie Phelan), the Iowa Department of Economic Development (Jean Johnson, Michael Brown), Iowa Workforce Development/Iowa Division of Labor Services (Gail Sheridan-Lucht), and the Iowa Center for Career and Occupational Resources (Penelope Shenk). Jill J. Jensen of The Jensen Group, West Des Moines, Iowa-based developers of communication and multi-media, served as writer/editor and project manager.

Section A

Work-based Learning

Planning and Developing Work-Based Learning Programs

Work-based Learning Guide 2002

Start Here

At least a year before launching a work-based learning program, contact the Iowa Department of Education Bureau of Career and Technical Education for assistance. The Bureau provides leadership and technical help in promoting delivery of quality work-based learning programs, services, and activities which are equitable and accessible to Iowa students. State resources support instructional costs (instructor salary and travel) involved in operating approved educational programs. As evaluation of program need unfolds, a designated school official should work closely with faculty to develop a positive attitude toward and support for the work-based learning program in order to ensure its success.

Understand the Definition of Work-based Learning

As identified by the School-to-Work Administrative Team and work groups in 1997, *work-based learning* is the planned and supervised *connection* of classroom experiences with the expectations and realities of work. Work-based learning experiences provide all students the opportunity to develop and apply knowledge, skills, and *employability attitudes and behaviors* leading to *better informed career choices* and productive employment. Clarifiers include:

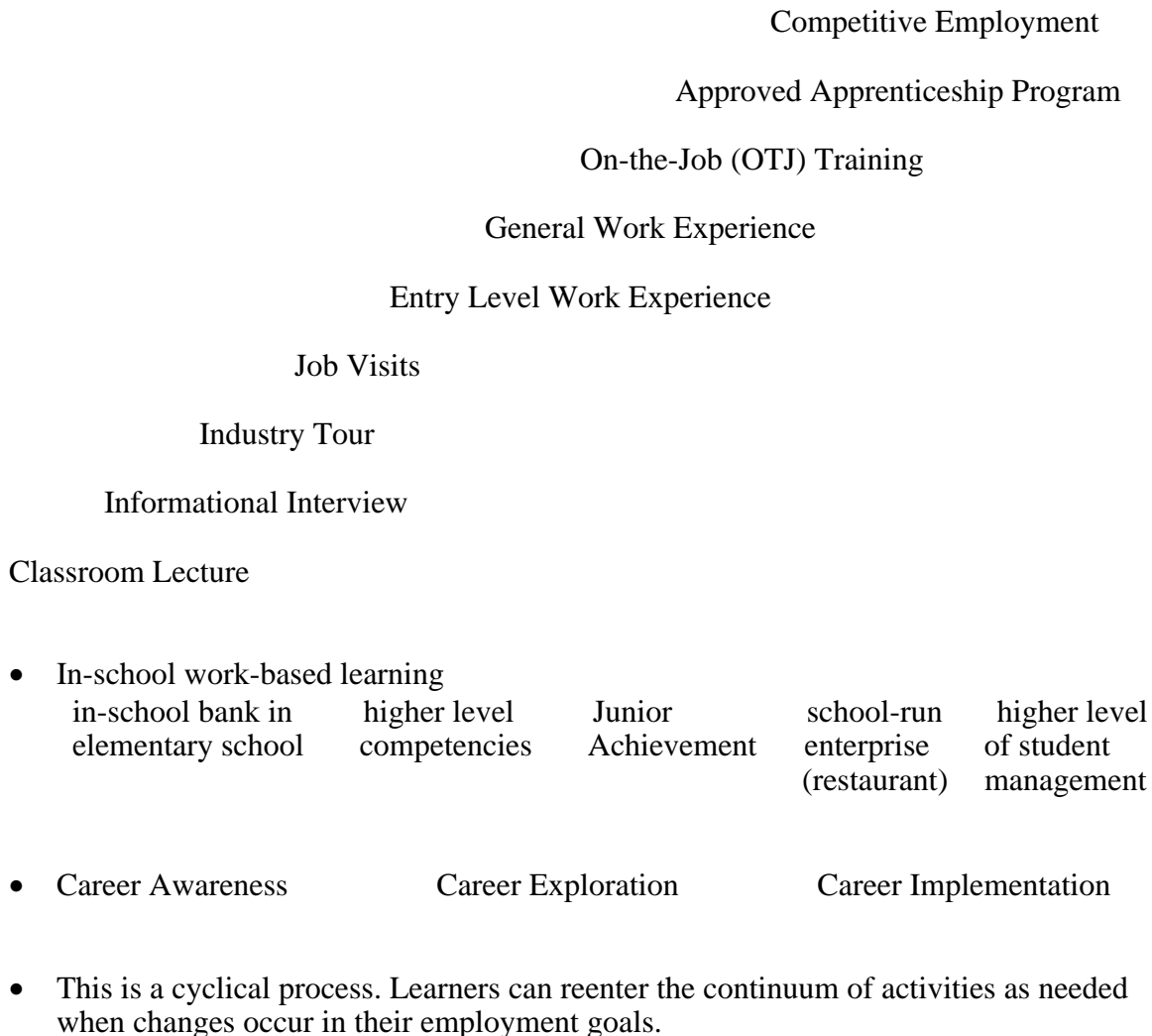
- **Connection:** integrating academic studies with career development and applied field experience opportunities which may be internal or external to the school. All students can learn and participate in work-based learning experiences.
- **Better informed career choices:** work-based learning enables students to learn about careers, reflect on their interests, set career goals, and develop the skills and understanding needed for a productive future.
- **Employability attitudes and behaviors:** traits such as punctuality, communication skills, honesty, teamwork, quality orientation, and customer orientation. Curriculum should be developed with the involvement of partners such as business, labor, industry, education, and other community groups.
- **Location:** varies for work-based learning and includes community-based worksites as well as worksites at school.

By following a relevant training plan that provides both school-based occupationally related instruction and an actual workplace experience, students learn what the world of work is like and are better prepared to take their place within it. Classroom activities and work training are jointly planned and supervised by qualified school personnel.

In Iowa, work-based learning may be developed in areas such as agriculture, business or office occupations, health, family and consumer sciences, industrial technology, or marketing, among others.

Include the Continuum of Work-based Learning Experiences

Work-based learning applies to all levels of learners, from elementary school through postsecondary, and covers a continuum of awareness and activities that increasingly move students from schoolhouse to workplace. Each step on the continuum represents a growing involvement in an occupation and/or at a worksite. Beginning with classroom lectures about jobs, vocations, or the expectations of the work world, this continuum ultimately ends with acceptance of competitive employment.



Determine the Need for the Program

The primary reason to establish a work-based learning program is to serve the needs of students in the school. Justification for the program should be supported by information about a wide range of individuals and their needs.

Collect and evaluate data from these four key sources: follow-up studies, student needs, needs of pre-graduation leavers, and surveys of employer/occupational needs.

Follow-Up Studies

Survey graduates and dropouts after one, three, and five years to discover reliable and valid data about their employment histories. Identify positions held by graduates and ask about their problems in making satisfactory occupational adjustment.

Initiating a work-based learning program may be justified if responses show unmet needs and issues such as:

- Periods of underemployment or unemployment after leaving school;
- A series of unrelated entry-level jobs;
- Sub-minimal incomes relative to costs of living;
- Expressed needs for training that could have been met through work-based learning;
- Occupations performed which are best learned through work-based learning.

Student Needs

As students begin occupational exploration and develop basic criteria for planning their own career development, the need for a work-based learning program may become clear. Structured career development programs, with tools such as CHOICES (software for career information comparison), may provide indicators about opportunities students need for self knowledge and exploration. Counselors and faculty are also key sources of information about student needs because they are likely to know student strengths, challenges, and those who would benefit from practical learning experiences. Students may also ask directly for work-based learning experiences, especially if they have:

- Occupational plans and interests which are best learned through work-based learning;
- Plans for further education;
- Interest in occupations for which training can be provided;
- Interest in part-time employment (for which supportive employers can provide a range of hours worked and income earned);
- Perceived relevance of school offerings to personal needs;
- Financial need while in school or for obtaining further education.

Needs of Pre-Graduation Leavers

Former students whose needs were not met by experiences with traditional education can be an extremely valuable source of information. Work-based learning has shown great promise as a plan suitable for students who would otherwise leave school before graduation. Such early school leavers, perhaps formerly unmotivated, may have abandoned traditional education to seek employment prospects, only to become frustrated by a lack of specialized occupational training or even the basic requirements necessary for any long-term job success.

Occupational / Employer Needs

Employer interest and support is essential to determining the need for the work-based learning program. Measure it very early in planning because a work-based learning program cannot exist without employer interest and support. Employers provide training stations and training sponsors. They must understand the purpose of work-based learning, the benefits and advantages to them, and their role in its efficient and effective operation. Employers must perceive the program's potential source of trained workers for full-time positions as a return on their business investment. Employers must also view the program as an opportunity to fulfill a social obligation and a community responsibility, rather than as a way to get cheap part-time labor. Whenever possible, coordinate visits and information requests to employers with on-going professional business and association activities to determine:

- Number who can provide suitable training opportunities;
- Number and kinds of related occupations in the community;
- Potential short-range and long-range needs for trained full-time employees;
- Training needs for occupations or for competency areas;
- Number of students for whom employers could adequately provide learning experiences; and
- Number willing to provide training, even though full-time employment opportunities in their organizations are limited.

Understand the Key Characteristics of a Work-based Learning Program

At both secondary and postsecondary levels, work-based learning experiences effectively and efficiently prepare students for successful transition to the world of work, especially when they include the following quality components common to all types of work-based learning programs:

1. The program is coordinated by a qualified and dedicated teacher-coordinator.
2. Students are enrolled based on aptitudes, needs, interests, and occupational goals.
3. Worksite training stations are developed by teacher-coordinators to provide on-the-job experiences that are directly related to students' career needs and goals.
4. Career counseling includes information about traditional and non-traditional occupations.
5. Related instruction (general and specific) is planned and correlated directly with students' on-the-job experiences and occupational needs. All career and technical education programs are used for related instruction.
6. Well-defined rules have been developed and appropriate responsibilities have been assigned to guide the program.
7. Evaluation activities allow teacher-coordinators to monitor the program.
8. A gender-balanced advisory committee, representative of community occupational and ethnic groups, advises and assists in planning, developing, and implementing the work-based learning program.
9. Written training agreements and individual student training plans are carefully developed and agreed upon by the employer, training sponsor, student, and coordinator.
10. Employers pay compensation and schools award credit to students for successfully completing on-the-job learning experiences.
11. Training stations adhere to all state and federal laws regarding employment practices.
12. Adequate time (a minimum of one-half hour per student per week) is provided for teacher-coordinators to coordinate and supervise training station experiences.
13. Teacher-coordinators are provided an extended contract to assist training sponsors, develop training plans, update records, supervise students, and handle other program operation and development activities.
14. Counselors and teacher-coordinators work closely in the work-based learning effort.
15. Results of follow-up studies conducted by teacher-coordinators and counselors are used to improve the current program and plan for future work-based learning opportunities.
16. Adequate facilities are provided for teacher-coordinators, including an office, a telephone, and a related-instruction classroom.
17. Teacher-coordinators know the advantages of work-based learning and promote work-based learning experiences to various audiences, including students, parents, schools, employers, and their communities.

Work-based learning helps students develop social, academic, and personal skills needed to live as a productive member of society; explore and participate in actual work

experiences; develop sound and realistic work habits; and develop entry-level skills in an occupation. As a result, students, schools, businesses, and communities benefit.

Follow Program Guidelines and Components

Local schools and the businesses in their communities are the heart of work-based learning. Schools provide classroom instruction and program coordination, while businesses provide willingness to participate in the program and specific on-the-job training.

Collaboration

The teacher-coordinator, student, and employer should jointly arrange students' educational plans to meet desired occupational outcomes. Through the use of training plans and agreements, teacher-coordinators individualize students' instructional programs and work one-on-one with them for at least one-half hour per week, generally during time that coincides with each student's working schedule. Training plans and agreements for each student should be on file with everyone involved in the process: student, parents, teacher-coordinator, and employer.

Students

Class size should be at least ten (10) and no more than twenty-five (25), with students enrolled in:

1. A related class that parallels the employment experience for a recommended minimum of 200 minutes per week;
2. Approved skill-related course(s) based on occupational choices discovered before or during the work-based learning experience; and
3. A cooperative employment work-based learning experience.

Each student should work the minimum number of hours each week that provides a continuum of training.

NOTE: State and federal regulations differ on the maximum number of hours per week students may work. Iowa allows each student to work up to twenty-eight (28) hours per week, while federal regulations restrict the maximum to eighteen (18) hours per week.

Teacher-Coordinator

Teacher-coordinators plan, organize, and operate the program of work-based learning. They provide both general-related and specific-related classroom instruction, with assistance from training sponsors, businesses, and other educators. Coordinators also work with training sponsors to develop training plans that list skills and attitudes students develop through work-based learning.

Employers

As "training stations," employers work closely with teacher-coordinators to identify and support training sponsors within their facility who will supervise the work-based learning experience for students placed there. Employers are also responsible for compliance with

federal and state laws applicable to their business, including wage-and-hour, child labor, and safety requirements identified by OSHA, the federal Occupational Safety and Health Administration, and IOSHA, the Iowa Occupational Safety and Health Administration.

Advisory Council

A community advisory council, representing current and potential occupational areas for which training is provided, should meet regularly to help schools develop and assess program outcomes. When establishing the council, also consider gender balance, minority populations, individuals with disabilities, and local media liaison.

Student Organizations

Considered an integral part of work-based learning programs, student organizations can complement and enhance classroom instruction and on-the-job experiences through group projects and activities. Student organizations focus on skills needed for successful employment, including professional, social, and leadership development. The teacher-coordinator serves as advisor to the local organization. Annual budgets should provide reimbursement to coordinators and instructors for approved travel.

School Support and Facilities

Classroom and office space, appropriate equipment, and sufficient clerical assistance are key components of program success that should be provided by the local school. The optimal arrangement is a classroom for general-related instruction, located next to the coordinator's office. The office, which should be equipped with at least one telephone, will be used for conferences with students, parents, employers, and for other activities related to the educational outcome of the program.

Schools should also be able to administer and operate the program, which includes providing for student recruitment and acceptance, classroom scheduling, school credit for worksite and classroom phases, recordkeeping, coordinator resources and responsibilities, and minimum requirements for training stations, among others.

A Difference for Postsecondary Programs: Instructional Load

The primary difference between work-based learning programs at the secondary level and those at postsecondary institutions deals with instructional load. Postsecondary instructional load for on-the-job coordination is usually calculated on the basis of assigned semester/quarter credit hours.

Teaching load may be adjusted based on the number of students enrolled and the location of training stations. Depending on the accepted method of the postsecondary institution, teacher-coordinators may be assigned a teaching load of no more than sixteen (16) credit hours per term or six (6) hours per day per term. If the instructor agrees, three (3) additional credit hours may be assigned to the load. Postsecondary teacher-coordinators should review their respective institutional policies and practices for teacher load requirements.

Appreciate the Advantages of Work-based Learning

Work-based learning effectively prepares students to enter and make progress in the world of work. However, no instructional method can perfectly simulate the real world job environment. The best work-based learning combines learning on the job with learning that is better handled in classrooms, shops, and laboratories, creating benefits and advantages for everyone.

Student Advantages

- Increases motivation;
- Develops responsibility and maturity by strengthening resourcefulness, problem-solving skills, self-confidence, and self-discipline;
- Provides opportunities to explore occupational choices before making long-term and costly investments in more training or education;
- Offers an organized plan of training on the job under actual business conditions;
- Develops human relations skills through personal interactions in job settings;
- Provides skilled professionals to help students make the transition from school to work;
- Increases awareness of civil and social responsibilities;
- Improves job entry and advancement;
- Adds to financial resources;
- Improves chances of at-risk students staying in school;
- Provides technical education beyond that available at most schools;
- Makes academic instruction relevant and applicable to the workplace.

Employer Advantages

- Provides better employee candidate pool, which may reduce turnover;
- May reduce training costs;
- Shares employee screening function with school;
- Provides opportunity to evaluate worker before deciding to hire full-time;
- Produces workers with better attendance records;
- Exempts employer from paying unemployment compensation taxes on student wages;
- Provides workers who bring new ideas, fresh approaches, and enthusiasm for work;
- Offers direct input into education and training provided by schools;
- Improves image and prestige of the industry and/or business among student-learners and with the community.

School Advantages

- Increases working relationships and links with business and industry;
- Develops partnership between school and community;
- Makes curriculum relevant by extending classroom experience to integrate theory and practice;
- Keeps faculty better informed and aware of current trends in business and industry;
- Provides faculty with access to knowledgeable people working in a variety of fields;
- Builds positive public relations, which enhances school's reputation and attracts students
- Upgrades quality of school's graduates;
- Provides training facilities in business and industry that would otherwise be difficult for schools to finance;
- Creates greater flexibility to meet individual student needs and goals.

Community Advantages

- Increases prospects for graduates to remain in their home communities;
- Involves the community in meeting its own immediate training needs;
- Encourages more young people to remain in school, thereby reducing community problems associated with at-risk students;
- Produces citizens who are more likely to meet their responsibilities at an earlier age;
- Improves local economic climate by increasing student buying power;
- Promotes a closer relationship between community and school.

Role and Function of the Teacher-Coordinator

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Key to Success

Teacher-coordinators are the key to the success of any work-based learning program. Effective teacher-coordinators are self-starters able to plan their work, organize time, evaluate, and manage resources. Through teacher-coordinators' successful operation of a work-based learning program, student-trainees with various occupational objectives develop useful employment skills.

Teacher-Coordinator Characteristics

To foster and coordinate the efforts of several kinds of people in different settings, and to influence others to achieve desired work-based learning goals, teacher-coordinators must demonstrate effective leadership abilities. In addition, they are often stable, calm, easy-going, warm-hearted, intelligent, capable of abstract thinking, realistic, and enthusiastic.

They must also be:

- Dependable and reliable;
- Proficient in establishing good interpersonal relations;
- Advocates for students;
- Effective managers of time and resources;
- Good communicators;
- Observant and insightful;
- Wise decision-makers;
- Innovative and creative;
- Responsible and self-disciplined;
- Continually updating their skills and growing as professionals.

When appropriately fulfilling their roles, teacher-coordinators help make learning on the job into a true training program, not the usual hit-or-miss accidental-learning situation that often occurs through work experience placements. Teacher-coordinators collaborate with employers to develop training plans that suit the needs of students and of the workplace; they gain commitment to these plans from both students and employers; they follow up with regular coordination visits to worksites while students are on the job; and they provide the related instruction and guidance that helps students connect classroom, workplace, personal characteristics, and occupational development.

Responsibilities and Functions

Teacher-coordinators combine and coordinate efforts of many others to assure that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into the world of work. The functions and responsibilities of teacher-coordinators include program planning, development, and evaluation; related-class instruction; on-the-job instruction and coordination; guidance and advice; program administration and management; community and public relations; and development in their own professional role and activities. Following are descriptions of each area.

Program Planning, Development, and Evaluation

- Initiate and study the feasibility of a work-based learning program;
- Write a program proposal for the state Department of Education;
- Effectively use community resources;
- Develop objectives and responsibilities for the program;
- Include student self-knowledge exploration and planning in a team-oriented approach to career development, beginning as early as grades 6-8;
- Design the program to include continued improvement and re-evaluation.

Related-Class Instruction

- Review and evaluate curriculum;
- Develop curriculum for both general-related and specific-related instruction; link efforts with other career and technical education staff to provide specific-related instruction;
- Consider special needs of disabled, at-risk, disadvantaged, and talented and gifted students;
- Develop outcome-based, measurable student objectives;
- Correlate classroom and on-the-job training;
- Use a variety of teaching methods and techniques, including team teaching;
- Use field trips, community facilities, and speakers to supplement classroom learning;
- Individualize instruction, as appropriate;
- Evaluate instruction and curriculum, using input from students, training sponsors, and advisory council members.

On-The-Job Instruction and Coordination

- Evaluate, select, and establish training stations;
- Inform training sponsors of their role and responsibilities;
- Inform parents of their role and responsibilities;
- Create, monitor, and adjust training plans;
- Help training sponsors develop teaching techniques for working with students;
- Monitor student progress through regular on-site visits;
- Review state and federal labor and safety and health laws with training station, sponsor, and student;
- Seek student evaluation of the training station.

Guidance and Advising

- Advise potential program enrollees;
- Provide reference material for career information;
- Be aware of and assist in providing for special needs of disabled, talented and gifted, disadvantaged, and at-risk students;
- Help students develop good work habits;
- Sponsor and supervise work-based learning student organizations;
- Develop and coordinate work experiences that avoid occupational and gender stereotypes;
- Recognize when students need counseling from other staff members and agencies;
- Help students determine ways to best describe their marketable skills;
- Assist graduating students with the various aspects of the job search;
- Write letters of recommendation for students.

Program Administration and Management

- Establish and use an advisory council;
- Develop and file written training plans and agreements;
- Know and assure compliance with relevant state and federal labor laws and regulations;
- Effectively manage resources, including facilities, equipment, and supplies;
- Insure student-learner safety and health protection;
- Maintain training station opportunities for disabled, disadvantaged, and at-risk students.

Program Evaluation

- Prepare, administer, and analyze annual student and employer follow-up surveys;
- Seek evaluation from advisory council members;
- Prepare and analyze year-end reports.

Community and Public Relations

- Use various community and human resources to enrich work-based learning;
- Design and implement public relations events;
- Contact and use various news media in planning and publicizing work-based learning student programs, events, projects, materials, proceedings of advisory council meetings, and related items;
- If needed, print promotional brochures for potential training stations and students;
- Visit previous and potential training stations to promote work-based learning;
- Use the resources of other agencies such as the Chamber of Commerce, Iowa Workforce Development, and trade unions;
- Develop and maintain a community personnel resource file;
- Represent work-based learning as a guest speaker at community and service clubs and organizations;
- Organize and conduct an open house of school's work-based learning facilities;
- Plan public service projects with and publicize outcomes of student organizations and their meetings;

- Sponsor activities, such as recognition banquets and field trips to various facilities;
- Maintain good communication and public relations;
- Seek evaluation from the public.

Professional Role, Activities, and Development

- Explain and champion the work-based learning philosophy, including the role of the teacher-coordinator;
- Maintain ethical standards;
- Foster a climate where staff members collaborate with other disciplines to provide broad student experiences;
- Serve and support professional organizations through leadership;
- Attend relevant professional seminars and workshops;
- Monitor professional literature;
- Contribute to and publish research through state and federal grant opportunities;
- Acquire new occupational skills to keep pace with technological advances in the work-based learning field;
- Seek evaluation and feedback from administrators and peers.

Specific examples of teacher-coordinator activities include preparing students and training sponsors for job interviews; ensuring students are oriented to their jobs; and informing training sponsors of classroom activities. Teacher-coordinators may also apply their best problem-solving skills to challenging student situations such as:

- Weaknesses or deficiencies leading to on-the-job difficulties;
- Conflicts caused by undesirable personal traits or habits;
- Suspicion of on-the-job theft;
- Excessive hours on the job interfering with other student activities;
- Multiple and conflicting on-the-job student supervisors;
- Impact of potential layoffs or reduction of employment hours on minimum program requirements;
- On-the-job safety and/or health hazards for students;
- Student work assignments result in no real training;
- Transfers and/or replacement of training sponsors during the agreement period;
- Conflicts with workplace supervisors or co-workers.

Effective coordination requires a great deal of planning and effort, but it can be the most interesting and pleasurable part of the job. When done well, students develop employment skills that would have been difficult to achieve in any other way. Every success confirms the need for the work-based learning program and the value of the teacher-coordinator.

Professional Requirements: Licensure and Endorsements

All Iowa teachers must hold a valid teaching license, issued by the Board of Educational Examiners, with the proper endorsements for the services they provide (Iowa Code Sections 272.2 and 272.7). Special endorsements qualify teachers to supervise students working in specific areas. A multi-occupational coordination (MOC) endorsement authorizes teachers to supervise students in all occupations.

<u>Endrsmt#</u>	<u>Occupational Area</u>
300	Agriscience/Agribusiness
301	Marketing/Distributed Education
302	Office Education
303	Consumer/Homemaking Education (Family/Consumer Science)
304	Occupational Home Economics
306	Health Occupations
307	Trade and Industrial

Because they supervise students in the workplace and plan or monitor educational experiences in the workplace, teacher-coordinators in work-based learning programs must be properly licensed. If a *major* portion of the teacher's job is placing and supervising students in the workplace, the teacher must also hold the coordinator endorsement.

If worksite placement is an *occasional* part of the teacher's job duties, the worksite component is considered another method of instruction, and the instructor does *not* need to hold a special or a coordinator's endorsement. But if a separate credit or portion of a credit is earned by students for worksite learning components, teachers must hold special endorsements in those areas.

Examples: No Endorsement Needed

- If a journalism instructor provides educational opportunities in journalism in the worksite for students to *observe* for a limited number of days as part of a journalism class, then the instructor need not hold the special endorsement.
- If an English teacher is placing and supervising students in the workplace *to observe only* as a part of a job skills unit in the English class regular curriculum, then the instructor need not hold the special endorsement.

Examples: Endorsement Needed

- If students work for a period of days and separate credit is granted for this worksite component, then the instructor must hold the special endorsement.
- If the journalism instructor places and supervises students in the worksite in a variety of occupational areas, such as construction and health occupations, in addition to journalism, then the instructor must hold the special endorsement.

For additional information about licensure and endorsements, contact the Bureau of Practitioner Preparation and Licensure, Iowa Department of Education. Check Section D: Resources for specific contact information.

Professional Development

By keeping current with developments in work-based learning, teacher-coordinators can have the greatest positive effect on the quality of their programs, and they can work to support the important task of developing productive citizens for the future. One way to foster professional growth and development is through membership in professional organizations related to work-based learning and cooperative education.

All teacher-coordinators should be members of the Iowa Association for Career and Technical Education (IACTE). Through its affiliation with the national Association of Career and Technical Education (ACTE), IACTE contributes to the growing national support for work-based learning.

Beyond IACTE, each occupational area (agriculture, business and office, marketing, health, family and consumer science/home economics, trade and industrial) offers its own affiliations that contribute to the professional development of practitioners. Teacher-coordinators will find it advantageous to join ACTE, IACTE, and the organizations representing their occupational specialty, as they strive to keep up with their profession and maintain the ability to serve students in an exemplary fashion.

Participating in organizations with worthwhile purposes, even those outside the education field, strengthens the community and occupational information base that teacher-coordinators draw upon to keep instructional programs filled with current and relevant ideas and trends.

Challenging as it is, teacher-coordinators must also generate the same kind of effort and dedication to expertise in their professional specialty as they applied to meeting their original teaching qualifications. Because they must maintain credibility as they work with business leaders who are at the front of innovation and change, and because they must continually improve their service to work-based learning students, teacher-coordinators need to actively pursue their own professional development. Appropriate activities may include:

- Completing courses, workshops, and seminars, including correspondence courses, offered by higher education institutions;
- Frequently reading current professional magazines and reference journals;
- Participating in school-sponsored workshops and staff development seminars;
- Acquiring related work experience by participating in summer employment;
- Participating in workshops and seminars sponsored by business and industry.

Related Instruction: Development, Delivery, Evaluation

The most effective work-based learning combines classroom instruction with on-the-job instruction. The “classroom” part is known as *related* instruction and may be of two types: *general-related* and *specific-related* instruction.

General-related instruction includes topics that are important for all workers in a free enterprise system to know: safety, human relations, communications, labor law, taxes,

economics, and others. Specific-related instruction, also known as technical, occupational, or job-related instruction, includes topics that make workers more proficient in one particular occupational area. For example, auto mechanic trainees are receiving specific-related instruction when learning about front-end alignment, automotive electrical systems, power trains, and exhaust systems. They are receiving general-related instruction when learning about safety, relationships on the job, managing money, and other topics that are valuable for all workers to know. In Iowa, at least 200 minutes per week of related instruction is required for secondary work-based learning programs.

Developing Related Instruction

The most important characteristic of related instruction, particularly specific-related instruction, is that it should be individualized and correlated with on-the-job instruction. Many different occupations will be represented in the related instruction classroom, and even students who are training in the same occupation are not likely to be working in the same area at the same time. All types of related instruction should be based on:

- Needs of students being served;
- Requirements of the occupation; and
- Goals of the work-based learning program.

The type of work-based learning program influences the nature of the related instruction. When planning a general-related curriculum, instructional units may include competencies in areas such as:

- Orientation to Work-based Learning
- Leadership and Student Organizations
- Safety on the Job
- Developing Human Relations Skills
- Developing Communications Skills
- Understanding the Law
- Dealing with Stress and Conflict
- Job Related Math
- Taxation
- Entrepreneurship
- Developing Job Seeking Skills
- Consumer Economics and Skills

Topics for specific-related instruction are best identified in cooperation with the training sponsor when developing the training plan. The most effective specific-related instruction is delivered as close as possible to the time when trainees need the information on the job. In addition, excellent individualized curriculum guides have been developed for many occupations of which teacher-coordinators may not have direct knowledge. Teacher-coordinators should acquire the specific-related curriculum guides for occupations in which their students are placed.

After determining topics and minimum student competencies for the general-related class, organize delivery in a logical sequence. Usually, general topics are presented at the

beginning of the related class, and increasingly more specific related topics are presented as the class progresses. Be sure students understand what is expected of them, so they clearly know what it means to master the competencies.

Suggestions for organizing related instruction include:

- Use early class sessions for orientation topics, such as special policies, regular activities, expectations, forms, required reports, etc.;
- Use early class sessions to teach and emphasize safety and health;
- Use early class sessions to assure students understand the functions of the student organization and its relationship to classroom instruction;
- Include activities early in the term that develop camaraderie among students;
- Make every attempt to correlate on-the-job and classroom instruction;
- Search for logical order and applicability among topics;
- Organize curriculum and instruction to assure student success;
- Encourage students to work independently and responsibly within the specific occupational area;
- Consider interest and immediacy of student needs when structuring topics;
- Consider the calendar when sequencing topics (teaching taxes in January or February, for example);
- Involve students in sequencing instruction;
- Decide the appropriate amount of time to devote to each topic;
- Be flexible when implementing planned instructional sequences;
- Infuse proper work attitudes early, often, and throughout all units.

Related-class instruction is important to the success of work-based learning students. After making the what-to-teach and when-to-teach decisions, teacher-coordinators are ready to make the how-to-teach decisions.

Delivering Related Instruction

During their regular programs of professional training, teacher-coordinators learned many instructional methods and techniques that will be appropriate for related instruction. There are, however, sufficient differences between regular classes and classes related to work-based learning to warrant suggestions for work-based learning instruction. The content of the related class affects, and is affected by, students' on-the-job experience, which, in turn, significantly influences the nature of related instruction.

Because each student in the work-based learning class may be working on a different topic at the same time, individualizing related instruction becomes imperative. The teacher-coordinator is actually a classroom facilitator-manager who must use a wide variety of methods and techniques designed to meet the individual needs of each student. Teacher-coordinators must not perpetuate the paradox of treating unequal students equally in the name of "fairness."

Suggestions for delivering related instruction include:

- Consciously avoid excessive use of the lecture method;

- Recognize individual learning differences by selecting a variety of teaching methods and techniques;
- Use community resource people to present appropriate topics;
- Use instructional techniques that foster student self-esteem, independence, and responsibility;
- Integrate basic instruction, as needed, in reading, writing, and mathematics;
- Correlate classroom instruction with on-the-job instruction;
- Experiment with promising new instructional techniques and methods;
- Consider student need, on-the-job demands, and work-based learning goals when selecting appropriate teaching methods;
- Let action-oriented instructional objectives dictate methods and techniques;
- Remember that related-class instruction should help students develop academically, vocationally, and personally.

Evaluating Related Instruction

Teacher-coordinators are responsible for evaluating student performance in related classes and submitting grades that represent student achievement. A reasonable approach to this task is to consider the two types of related instruction separately.

General-related instruction may be evaluated using traditional methods, including group testing at the end of specified units, with students placed along so-called ‘normal’ curves of distribution. However, specific-related instruction is best judged on an individual basis, by considering the amount of effort expended and the quality of each student’s work.

The real measure of learning levels for each student is the attainment of specific competencies, which should be verified by teacher-coordinators in cooperation with training sponsors. Clear identification of competencies in the training plan is the key to advancing students to their maximum potential and to providing a solid basis for evaluating student achievement.

Because all related instruction should enable students to achieve predetermined objectives or standards, evaluation of student performance should relate to assessing growth in meeting stated competencies, objectives, standards, or outcomes rather than to the number of instructional units completed. Evaluation based on well-defined probability theories and normally shaped curves of distribution may not be relevant to work-based learning. Given that job attitude is a primary determiner of on-the-job success, teacher-coordinators must become comfortable in subjectively grading student attitude and in measuring attainment of competencies that indicate appropriate attitudes necessary for student job success and growth.

Regular Coordination Visits to Training Stations and Site Sponsors

By regularly visiting worksites and observing student-trainees, teacher-coordinators can address potential difficulties, provide feedback and encouragement, and keep student-learners on track. Regular visits can also help improve and/or maintain the effectiveness of training stations. Some training sponsors may be adept at providing on-the-job instruction to student-trainees, while other sponsors may be unaware of effective techniques and will benefit from information that teacher-coordinators can provide during regular visits. Consider the following guidelines:

- Conduct visits at times which are convenient for training sponsors and, preferably, when student-trainees are working, even if those times extend past the normal school day or hours.
- Make appointments with training sponsors for the first few visits, as necessary, or when preferred by the sponsor. Once rapport is established, teacher-coordinators may be able to visit worksites unannounced.
- Visitation timing and design should minimize disruption to the workplace and workforce.
- Visit each training station at least once a month, especially during the beginning weeks of student placement.
- Make written records of training station visits to maintain accountability, continuity, and communication to student-trainees, parents, administrators, and employers.
- Coordination visits must have a purpose, including:
 - correlating related instruction with on-the-job training;
 - coordinating training plans;
 - evaluating student progress;
 - resolving problems;
 - assessing the overall training environment; and
 - assisting the training sponsor with the training function.

Using their professional skills and enthusiasm for work-based learning, teacher-coordinators play a critical role in successfully resolving program challenges and maintaining good relationships with employers, students, schools, and their communities. Regular coordination visits are key to these relationships.

Without a doubt, good program management requires the ability to prioritize time, tasks, information, resources, and effort. Teacher-coordinators must keep many efforts on track and cannot lose sight of any. Obviously, not every program component needs to be handled at all times. Therefore, teacher-coordinators should be flexible in prioritizing activities and managing their time and resources to greatest effect. Successful work-based learning programs are the outcome of quality management practices.

Managing Facilities, Equipment, Supplies

Quality work-based learning programs need appropriate facilities, proper equipment, and adequate supplies. The main facility required is a room for the related class. Many advantages can be cited for locating this room within an area where occupational skills can also be taught. For example, work-based learning related instruction for office education would be scheduled in an office practice laboratory; related classes in marketing, agriculture, industrial technology, health, and family and consumer science would be scheduled in facilities containing equipment and supplies for teaching skills related to those occupational areas. Whenever possible, coordinate facilities, equipment, and supplies with counselors and other career development programs.

Because occupationally related skills are taught on the job or in courses that are part of the sequential program, the related class needs space only for teaching general-related and technical-related subject matter.

Suggestions for desirable related-classroom facilities and equipment include:

- Offices for teacher-coordinators should be adjacent (or close) to the related classroom. Many work-based learning teachers recommend that at least one office should have windows or a glass partition between the office and related classroom. This arrangement provides a private place for emergency student counseling while letting the teacher-coordinator continue to observe and supervise the work of other students in the related class.
- A display case visible in a main school corridor should be available to students in the related class so they can share exhibits or occupational materials relevant to the program.
- The classroom should contain adequate storage cabinets for all related instructional materials, reference textbooks, study guides, instructional aids, resource manuals, and other items.

- The classroom should maintain adequate career development materials, including magazines in racks and a variety of publications related to the occupations represented in the related class.
- Furniture should include moveable tables to provide maximum flexibility when setting up the classroom to facilitate individual, small group, and large group learning activities.
- If the school designates a floor or wing to house all occupational related programs, work-based learning related classrooms should also be located there.
- Whenever possible, develop model stores, offices, shops, laboratories, and other simulated workstations, including computer labs.
- Facilities should be attractive and functional in order to have the maximum positive psychological effect on students.

Second only to the classroom is the need for teacher-coordinators to have adequate office space which allows them to fulfill the many duties associated with the coordinator's job, including administration and counseling, that are not common to most other teaching positions. In addition to typical records and reports, coordinators must participate in student selection, supervise on-the-job training, create periodic follow-up studies, and sponsor student organizations. The office may also be used for conferences with employers, parents, or both, and is frequently used to discuss confidential matters with students and work-based learning program staff.

Offices for teacher-coordinators should adjoin the related classroom, be large enough to meet with several individuals at once, and, at minimum, be equipped with outside telephone service, filing cabinets, desk, and chairs. Other considerations for the many uses of coordinator offices include:

- Adequate space for a conference table and comfortable seating to ensure good communication for three or four people at once;
- Provisions for maintaining privacy of confidential matters with simultaneous visibility of the related classroom;
- Ample filing and/or storage equipment and space for audio-visual equipment and bookshelves for reference materials;
- Appropriate desk space and a computer with word processing, spreadsheet, and database software and a printer.

Budgeting

The level, type, and location of the work-based learning program will determine facilities and equipment needed, as well as projections for budget items and requirements. The amount of money needed in each of the following suggested budget areas depends upon the size and scope of the work-based learning program:

- Instructional materials, including individualized study guides, textbooks, student manuals, and other student-related study materials.
- Resource materials, including supplementary textbooks, study guides, magazines, newspapers, and guidance materials.

- Extended contracts for teacher-coordinators. Schools operating on nine-month contracts should employ teacher-coordinators on a minimum ten-month contract to assure that students are placed at training stations near the beginning of the school year. Many schools hire teacher-coordinators on an eleven-month or twelve-month basis to assure program continuity. In schools starting new work-based learning programs, teacher-coordinators should be hired several months in advance of the program launch date.
- Telephone and telephone service, including outside line and long-distance access.
- Other equipment for office support and occupational support. Inventories of existing equipment with required maintenance schedules should be maintained. Needed equipment should also be identified and a prioritized acquisition list should be maintained.
- Travel expense for coordination activities. Most schools use one of the following three methods for allocating the cost of travel:
 - Reimbursement at state rates if the use of the teacher-coordinator's private vehicle is required;
 - A specific amount is allocated to cover costs of teacher-coordinator travel;
 - The school provides a vehicle for teacher-coordinator use.
- Supplies, including stationery, postage, envelopes, paper, and/or photocopy facilities, computer supplies, and the printing of forms and brochures.
- Expenses associated with professional development activities, student activities, advisory council meetings, and other appropriate meetings.

Information Management

In this age of information, computers equipped with word processing, spreadsheet, and database software can ease the teacher-coordinator's job of managing a large volume of data, making the results more efficient and more professional. Teacher-coordinators must maintain records of student competency and other accurate information in order to make timely decisions.

The size of the work-based learning program and the existing computer system at the school will influence the type of management information system (MIS) developed and used by the teacher-coordinator. At minimum, a stand-alone computer with adequate storage space and appropriate software is needed.

Public Relations (PR)

Establishing and maintaining positive relationships with students, parents, businesses, school personnel, and community members is an important teacher-coordinator function. Teacher-coordinators must influence people to understand and support work-based learning programs by communicating its value relative to the process of career development.

Public relations and marketing are terms often used interchangeably, but they are actually different processes and should be viewed as distinct approaches to communicating the message of work-based learning.

Marketing is the most straightforward. It refers to an information-sharing process that is *paid*, usually through *advertisements* in a variety of both print and electronic media. Creating, printing, and mailing work-based learning program brochures is a marketing activity, as is placing an advertisement in a local newspaper or industry magazine to announce an event of the work-based learning program.

Public relations, on the other hand, is the less tangible but perhaps more important perception in the minds of appropriately targeted groups that the work-based learning program is valuable, of high quality, and worthy of their support. Public relations activities are usually *unpaid*, even if they still (and should) result in coverage by local print and electronic media. Public relations efforts result in coverage within the *news* portion of the media, which is usually done at no cost to the subjects, while marketing activity results in placement of information within *advertising* space, which is generally paid for by whomever wants to share a message.

Work-based learning programs that make the most of their public relations efforts can achieve great success at minimal cost in budgeted dollars, although “costs” in time and effort of teacher-coordinators and appropriate others, will be needed.

Even without a formally developed PR effort, many teacher-coordinators have very positive relations with the various publics they serve because they:

- Make student growth and development the focal point of work-based learning;
- Know their job;
- Make the program an integral part of the school curriculum;
- Inform administrators of work-based learning plans and activities;
- Inform and involve counselors and teachers in work-based learning;
- Inform and involve parents in work-based learning;
- Positively represent the school when dealing with parents, businesses, and the community;
- Become active citizens of the community;
- Avoid conflicts that may detract from professionalism;
- Work in cooperation with employers and other teacher-coordinators to improve the image and outcomes of work-based learning.

Target Groups

Public relations activities can be most effective when focused on a collection of targeted groups, such as students, administrators, counselors and advisors, parents, workers at training stations, employers, and community groups. Involvement often leads to commitment, which is a positive benefit to the work-based learning program.

Students who can benefit from work-based learning are frequently unaware that the opportunity is available. Make sure they are first on the list of targeted groups. Additionally, students may know such a program exists but do not understand its purpose or how it relates to their immediate interests and personal development. Publicity directed toward students should appeal to these interests and goals because

all students should have the opportunity to learn about the benefits work-based learning can offer.

Students are work-based learning's primary audience. Because peer group opinion is a critical factor in the way work-based learning is perceived by students, it is important to highlight and publicize students who have been well served by the program. Emphasize opportunities to experience an occupational area and assume an adult role in society, rather than just earning money or escaping the school environment. Successful work-based learning students will become the best source of positive public relations for the program and should be called upon to share their stories with new or potential enrollees.

Teacher-coordinators should inform other teachers of student progress, learning outcomes, and follow-up results that show how students benefited from their training. Faculty members also enjoy knowing that their contributions had a bearing on students' occupational adjustment and advancement. Teacher-coordinators can often help teachers of other classes where work-based learning students may be having problems.

Administrators are interested in student outcomes — how students benefit from work-based learning. Keep them informed of student achievements, placements, employer evaluations, and other activities. Periodically submit statistical and narrative written reports and invite them to observe students at training stations, in classrooms, and at functions of student organizations. Administrators must be informed of problems the work-based learning program solves, including improved attendance, dropout reduction, increased employability, and real-world relevance for education. Teacher-coordinators also need to learn of the challenges faced by the program, including any assistance needed for its continuous improvement.

Counselors and advisors want to know about student development. Actively involving them in the operation of the work-based learning program will reduce their concern that enrolling a student in the program may restrict opportunities for students to enroll in other courses that may be needed in the future. To demonstrate to counselors and advisors the student benefits of work-based learning, invite them along on coordination visits, plan their participation in the related-class instruction, involve them in the student admission process, and use their professional expertise to help students determine career interests and aptitudes and to prescribe student learning activities.

Parents, especially in work-based learning programs serving secondary students, are extremely important to student progress and program success. They should be involved with their student's choice of courses and with their long-term educational plan. Parents may often be uninformed about the opportunities work-based learning provides, or they may be misinformed about its purposes and values.

A common misconception is that students enrolled in work-based learning cannot meet college entrance requirements. Be sure to let parents know that many work-

based learning graduates tend to improve both grade point averages and attendance because classes are “blocked” together in morning or afternoon, which eliminates the “wasted” time of normal school schedules; that they retain these improvements; and that admission to college becomes easier than it may have been otherwise.

Another common parental objection is that students have “the rest of their life to work,” so they should take an easier load and enjoy the school year. This argument actually supports the very reason schools need to organize work-based learning programs — since students have “the rest of their life to work,” they must do everything they can to ensure their success in the work world. Work-based learning is the most practical and economical way to guide students to successful and meaningful employment, regardless of their chosen field. Often, the work experiences occur during the school day, allowing students to fully participate in other school and personal activities as well as in the work-based learning program.

Teacher-coordinators must encourage parents to endorse the program by showing them that it is educationally sound, socially acceptable, and extends past “having a job” because it offers specific occupational preparation and experience.

Workers at Training Stations are employees within the community who will be on the job next to work-based learning students and who become involved with the program because of this contact. It is essential that they understand and support the training effort. In particular, organized labor groups may be concerned about how work-based learning trainees affect the availability of work for their members. Teacher-coordinators can establish good relationships with labor organizations and their members who will be co-workers of student-trainees by enlisting their cooperation early in the program planning stages, by giving recognition for their contributions to work-based learning, and by demonstrating how work-based learning benefits employees in their occupational fields.

Employers in the community must be well informed about the work-based learning program and must understand their responsibilities within it. Employers must do more than mean well and be willing to hire students; they must understand the training and educational aspects of the program and help to achieve training goals. Schools can become a direct and reliable employment and referral source for both work-based learning students and those not able to enroll in the program. Therefore, information directed toward employers should emphasize the benefits of working with the school to develop good employees.

Personal contact made by the teacher-coordinator is the most effective means of communicating with employers. In addition, employers may also be reached through printed materials, service organization and trade association meetings, paid advertising and newspaper publicity, as well as public relations events associated with the work-based learning program, including appreciation/recognition events, career fairs, and guest speaker requests. Invitations to participate in planning, advisory councils, evaluation, and public relations activities helps keep employers informed and involved in work-based learning.

Community Groups, including numerous agencies, organizations, and civic clubs, are concerned with community development and the educational opportunities available in Iowa schools. They are often influential in establishing new curricula or in getting total community support for programs. Be sure to keep these groups informed about the work-based learning program and ask them to play a part in helping develop a program suited to the needs of individuals in the community.

Many professional organizations, welfare agencies, service organizations, and other community groups welcome opportunities to have the teacher-coordinator and work-based learning students speak about programs at their meetings. By becoming active participants in their communities, including appropriate involvement in organizations and community improvement projects, teacher-coordinators can develop and maintain harmonious relationships that also benefit the work-based learning program.

Public Relations Activities

Possible activities are many and may include:

- Personal contact;
- News releases and newspaper articles;
- Presentations by students and/or teacher-coordinators;
- Radio/TV presentations and public service announcements;
- Community exhibits;
- Career days or career fairs;
- Pamphlets, brochures, flyers, and newsletters;
- Videotape, slide, PowerPoint, or multimedia presentations;
- Tours and open houses;
- Special school assemblies;
- School exhibits;
- Breakfasts, luncheons, dinners, and banquets;
- Bulletin boards and display case presentations.

Determining what should be done and when to do it are the most important decisions for teacher-coordinators to make. Creating a calendar of public relations events will help ensure that useful activities are completed in a timely manner. Rather than try to do everything when resources are limited, success will be more likely if teacher-coordinators choose a few activities or events they know can be completed and done well. The suggested calendar on the following pages can be customized for each work-based learning program.

Month	Public Relations Activities or Events
<i>July-August</i>	<ul style="list-style-type: none"> • Complete and update surveys • Contact local media • Prepare news release for local papers • Prepare and distribute informational brochures • Plan and schedule presentations for faculty orientation • Promote work-based learning while securing training stations • Plan presentations to service clubs • Prepare bulletin board or display case for opening of school • Conduct orientation meeting with new students and parents • Set up advisory council and plan schedule of meetings • Plan and publicize student organizations • Attend state-sponsored coordinators' conference
<i>September</i>	<ul style="list-style-type: none"> • Schedule community resource people for related class • Meet with school and/or local newspaper editor to create a series of articles on students and businesses that serve as training sponsors • Plan and publicize activities of student organizations • Release news article on advisory council's work • Give administrators a list of students, positions, and employers
<i>October</i>	<ul style="list-style-type: none"> • Schedule administrators and counselors for related class and training station visits • Schedule students to present their jobs via bulletin board or display case • Schedule students to speak to selected service clubs • Release news articles regarding training placement of students; continue to feature one or more students each week
<i>November</i>	<ul style="list-style-type: none"> • Schedule work-based learning teachers to accompany training station visits and assist with using the training plan • Arrange to speak or have a student speak at a service club meeting • Encourage work-based learning students to sponsor a service project • Prepare a news release for a sales project or service activity • Reserve space for work-based learning activities in school yearbook • Emphasize American Education Week activities

Month	Activities
<i>December</i>	<ul style="list-style-type: none"> • Plan student organization party • Plan and conduct a career related school assembly program
<i>January</i>	<ul style="list-style-type: none"> • Distribute program brochures to prospective students • Develop a short mid-year report on program progress for advisory council members, faculty, and administration • Review work-based learning opportunities with counselors • Prepare for student registration with counselors • Start preparation for National Career & Technical Education Week
<i>February</i>	<ul style="list-style-type: none"> • Develop a news release regarding student organization activities for the school or local newspaper • Develop a news release regarding related state competitive events • Provide information to work-based learning teachers to distribute to students who may want to enroll in a work-based learning program • Conduct National Career & Technical Education Week activities: displays, articles, presentations, speakers, contests, etc.
<i>March</i>	<ul style="list-style-type: none"> • Develop and mail a newsletter to all program graduates • Share student successes with counseling staff • Interview all student applicants for next year's class
<i>April</i>	<ul style="list-style-type: none"> • Finalize plans for Employer Appreciation/Recognition event • Invite advisory council members and school board members to visit training stations • Interview applicants for next year's class
<i>May</i>	<ul style="list-style-type: none"> • Develop and send a parent newsletter • Make a point to personally thank each employer and training station sponsor for their efforts during the year • Develop a news release regarding advisory council membership and contribution • Contact prospective employers
<i>June</i>	<ul style="list-style-type: none"> • Schedule counselor, advisor, administrator, and teacher appreciation luncheon • Evaluate results of public relations efforts • Attend summer school or workshops for professional development • Plan next year's public relations schedule

Employer-Employee Appreciation/Recognition Activities

Most work-based learning programs plan some type of employer-employee appreciation activity near the end of the school year to recognize the contributions of these important program partners. Beyond the common courtesy extended through this activity, benefits of planning and holding an annual appreciation event include:

- Employers receive formal – and public – recognition for time and effort given.
- Students develop leadership skills in planning and conducting the event.
- Students develop proper social skills for formal business situations.
- Greater prestige is created for work-based learning.
- The new role undertaken by graduating students is formalized.
- Positive public relations for work-based learning can be generated.
- Increased cooperation between the school and community is recognized.

The dinner banquet has been the most popular form of employer appreciation event. Other activities involving food, awards, and recognition – luncheons, breakfasts, and less formal dinners – can also be successful at showing appreciation for the work-based learning partners in your community.

When planning the activity, teacher-coordinators should work with students and student organizations to accomplish the following:

- Establish a student planning committee early in the year;
- Decide the type of recognition activity;
- Select an event date for April or May;
- Establish a theme;
- Collect prices and menus from several acceptable sites or caterers, if food is involved;
- Decide methods of fundraising and collecting funds to support the event;
- Establish timelines for securing funds to support the activity and for designing and printing invitations, response requests, award certificates or plaques;
- Plan the event program;
- Determine recipients of awards;
- Assign responsibility for each part of the event program;
- Decide who to invite to the event and create an attendance list;
- Periodically check the progress of the plan.

Schools with several work-based learning programs frequently plan one appreciation event for all classes. The planning phase for such a multi-program event may be more complex and extend the timeline for completion.

When properly planned and conducted, employer appreciation events can produce tremendously beneficial results, thereby increasing the positive public relations perception of the work-based learning program. Certificates hanging on walls in participating businesses or a decal on their doors identifying them as appreciated members of the work-based learning team does much to foster positive attitudes toward work-based learning.

Legal Issues, Labor Laws, Risk Management, Insurance

Teacher-coordinators of work-based learning programs must constantly be aware of all legal aspects of employment that apply to student-trainees. Most important are those items relating to workers under the age of eighteen. Teacher-coordinators have responsibilities, both moral and professional, to know the provisions of the law that apply to the employment of young people.

As training station sponsors, employers are legally responsible for following the provisions of laws governing employment. Employers may look to teacher-coordinators for legal and employment information, especially if they have not regularly employed students. If employers refuse to comply with applicable laws, they should be considered inappropriate as training stations. Existing agreements with such employers, if any, should be terminated.

Bias on grounds of race, color, national origin, gender, age, and disability is prohibited in work-based learning programs. Teacher-coordinators must ensure that all students have the same opportunities to participate. Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, health, welfare, and social services.

Written assurances of nondiscrimination must be obtained from training sponsors. The following statement should be included in training agreements:

It is the policy of this company not to discriminate against employees or customers. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs, and otherwise treated without regard to race, color, national origin, religion, sex, age, marital status, or disability.

More specific information and references about risk management (safety and health), legal issues, and employment laws can be found in *Section B: Risk Management* and *Section C: Labor Laws and Legal Issues*. Contact the state and federal agencies identified in *Section D: Resources* for specific questions regarding employment law, risk management, and insurance.

Work-based Learning (WBL) Advisory Council

Very few teacher-coordinators have the occupational background to conduct an effective work-based learning program without the advice of people in business and industry.

Creating and using an advisory council can be a very productive and relevant method of involving the community in the educational process.

Potential members of the council should come from fields outside education and be chosen for their specialized knowledge and/or general standing in the community. Suggestions for advisory council membership may come from the school board, school administration, Chamber of Commerce, professional organizations, civic clubs, labor organizations, school faculty, businesses, industries, former or current students, the Iowa Department of Education, employment agencies, the Iowa Division of Labor Services or the US Department of Labor, and institutions of higher education. Key qualifications include an interest in education, the school, and the work-based learning program; occupational experience and specialties; enthusiasm; character; and available time. Balanced representation for the final council membership is also important.

Among other services, advisory councils may be called upon to assist teacher-coordinators with public relations, classroom instruction, on-the-job training, and program evaluation. The council should:

- Provide a link between the school and community, including identification of training stations and placement opportunities;
- Create a close relationship between local businesses and the WBL program;
- Provide an opportunity for interested employers to help organize and impact the educational needs of the community, including suggestions for program standards, components, changes, and evaluation;
- Serve as a sounding board for policies, procedures, innovations, ideas, and other elements of the work-based learning program;
- Help publicize and increase community support for the WBL program;
- Assist with teacher-in-the-workplace experiences that contribute to professional growth of faculty in occupational areas and new technologies.

Structure and procedures for advisory councils can be determined by the local group and facilitated by the program teacher-coordinator. Many models exist and can be adapted for local use.

Student Organizations

Student organizations play an important role in preparing students for occupational success. Their broad goals involve social, educational, occupational and character development; leadership training; and the development of a sense of personal responsibility and civic consciousness in students. Each student organization also has specific goals and objectives that are unique to the discipline it serves. With good planning and strong support, student organizations can stimulate student learning inside and outside the classroom. Students from the work-based learning program may also

participate in other existing clubs and student organizations, and teacher-coordinators can connect those experiences to the work-based learning program.

Student organizations relevant to work-based learning are:

- *Business Professionals of America* – secondary and postsecondary students in business
- *DECA* – (formerly Distributed Education Clubs of America) – secondary students in marketing
- *Delta Epsilon Chi* – postsecondary students in marketing
- *FBLA (Future Business Leaders of America)* – secondary students in business
- *FFA* – secondary students in agriculture (formerly Future Farmers of America)
- *FCCLA (Family Careers and Community Leaders of America)* – (formerly FHA – Future Homemakers of America) – secondary students in family and consumer science
- *HOSA (Health Occupations Student Association)* – secondary and postsecondary students in health
- *Phi Beta Lambda* – postsecondary students in business
- *PSA* – postsecondary students in agriculture
- *TSA (Technology Student Association)* – secondary students in industrial technology
- *Skills USA-VICA* – (formerly VICA – Vocational Industrial Clubs of America) – secondary and postsecondary students in trade and industrial education

Student organizations can be established and used as a method of accomplishing work-based learning program goals when students need to develop:

- Personal, social, and leadership skills;
- Significant opportunities for interaction with other students and professionals in the work world;
- Opportunities for studying career choices and testing the levels of their occupational skills;
- Co-curricular activities which provide opportunities to plan and implement a program of work.

If local chapters of the national organizations exist or are created, work-based learning teacher-coordinators should expect to serve as the chapter sponsor or advisor. This advisory role is an important part of the total teacher-coordinator effort and involves directing, leading, and supervising all chapter activities. Successful advisors must be able to:

- Develop the abilities of chapter members to appropriately conduct chapter meetings and activities;
- See that meaningful publicity brings positive attention to chapter activities;
- Assist students in evaluating chapter activities; and
- Give appropriate emphasis to student participation in local, state, and national organization activities and events.

Become familiar with local school guidelines and policies governing student organizations, as well as the chartered requirements, goals, and objectives of each

organization. As local chapter advisors, teacher-coordinators perform five functions: administrator, program-of-work facilitator, evaluator of activities, facilitator of conferences and competitive events, and coordinator of public relations. Because each organization maintains its own guidelines for these functions, advisors should become familiar with those required by the specific groups with school chapters.

Teacher-Coordinator as Chapter Administrator

Most chapters must complete and submit reports to local school officials, state advisors, and national advisors on membership status, chapter activities, candidates for office, and participants in competitive events, among others. Advisors should ensure that the chapter's secretary takes responsibility for maintaining complete files, including budgets, calendars, publications, annual reports, evaluations, charters, correspondence, and other relevant materials.

Teacher-Coordinator as Program-of-Work Facilitator

In this function, advisors guide and assist students in developing the written outline of activities a local student organization plans to accomplish during the year. Activities should involve the members in a variety of experiences that meet their needs and the needs of the organization, school, and community. Advisors help obtain administrative approval for the program of work and provide adult supervision for all educational, social, and civil activities.

Planning a Program of Work ensures that student organization activities complement the educational goals of both the work-based learning program and the organization itself. Ask the following questions:

- What is the activity and its objective(s), or why is the activity needed?
- What is the time frame required?
- Who is responsible for each part of the activity?
- What resources, funds, materials, supplies, and equipment are needed?
- Who will evaluate the activity?

Teacher-Coordinator as Evaluator of Activities

Evaluation is the key to improvement in any student organization. Advisors should prepare an annual report on the effectiveness and outcomes of each activity outlined in the chapter's program of work, and the report should be shared with the advisory council and local school administration, among interested others. Reviewing the previous year's evaluation will help assure that new programs are meeting the needs of participants. Items to evaluate include chapter goals, procedures, activities, outcomes, and the personal goals of members and participants.

Teacher-Coordinator as Facilitator of Conferences and Competitive Events

Many student organizations offer competency-based competitive events, designed to test knowledge, skills, and attitudes gained while in the work-based learning program and which correlate to student career objectives. Advisors plan, manage, motivate, guide, and counsel students who participate in local, state, and national conferences, competitive events, and related learning activities.

Teacher-Coordinator as Coordinator of Public Relations

Advisors assist chapter members in publicizing their organization and its activities to gain community support, recognize member achievements, facilitate cooperation of parents and others, and generate interest from prospective members. By sharing the benefits gained from participation in student organizations, advisors help ensure their existence and the continued involvement of students, employers, community members, faculty, administrators, and parents.

Parent Involvement

Because parents are concerned about the educational programs and progress of their children, their involvement in the work-based learning program can serve many purposes. Among other roles, parents can be enlisted as classroom and worksite resources, which will help translate them into enthusiastic supporters of and positive communicators about the work-based learning programs. Parents can also provide an increased amount and quality of information about their students. As parents become assured that their students are succeeding, they may also be willing to provide potential training stations and placement opportunities. In addition, parents can participate in the advisory council and be called upon for feedback and program evaluation.

Parents may be involved at all levels of the work-based learning program, from district advisory councils to parent-specific organizations, community forums, newsletters and other media communications, open houses, guidance meetings, and volunteer programs. Increased communication with parents will help address concerns and expectations such as:

- Is this program the best choice for my child?
- Can my child be successful in this program?
- Will my child have enough time to work, be successful in school, and participate in other activities?
- Will this program prevent my child from taking necessary classes, participating in extracurricular activities, or becoming involved in other important school events?
- Is my child ready to make a career choice?

Parents also want to be satisfied that their children are receiving a quality education and that their children are being treated fairly, with all the advantages and opportunities as students in other parts of the school program. While not all parents will be able to participate directly in the work-based learning program, keeping them informed will increase their support for the program and its benefit to their students. Parents or parent groups may become involved in any of the following ways:

- Advising on program enrollment procedures and application forms;
- Discussing perceptions at a program open house;
- Completing a questionnaire or interview as part of the assessment process;
- Holding informal conversations during the school year;
- Serving as guest speakers or other resources for career units;
- Helping to schedule tours of local employer locations;
- Taking a positive role at home in career guidance;
- Referring potential training stations;
- Discussing interview procedures and/or role-playing student job interviews;
- Helping their child prepare for job interviews;
- Reviewing and recommending changes in program components;
- Seeking their assistance if their child is not meeting program expectations;
- Involving them in the program evaluation process;
- Establishing a parent advisory committee;
- Serving as chaperones and supervisors of students organizations and activities.

Developing and Maintaining Training Stations

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Vital to the success of any work-based learning program are training stations — employers who provide worksites for student-learners. Because students will have different occupational and career objectives and because they need work experiences appropriate to those objectives, many different training stations are needed. When students are matched with suitable training stations, the value of the work-based learning experience becomes apparent.

Selecting Potential Training Stations

Training stations extend the school classroom. As community laboratories, employers provide key experiences to students in the work-based learning program. Desirable employers and potential training stations can be identified through a screening process that answers these questions:

- Will this site provide experiences that relate appropriately to students' occupational objectives?
- Will the employer's staff and workers serve as good role models?
- Is the employer open and willing to cooperate with program requirements, including coordinator visits, evaluations, forms, reports, and supporting a training sponsor?
- Are current employees satisfied with and positive about the business?
- Are there legal, safe, and healthy working conditions?
- Does the employer support the work-based learning program?
- Does the employer provide methods, facilities, and equipment that reflect current industry standards?
- Does the employer have a positive reputation in the community as a respected and progressive business?
- Is the business an Equal Opportunity Employer?
- Does it follow the guidelines established in the training agreement and training plan?
- Does it provide a fair compensation for student-trainees comparable to other entry-level workers?
- Can it create a wide variety of tasks and work experiences that will enhance student-trainee education?
- Can it provide on-going employment throughout the school year?
- Will the location of the business pose transportation problems for students?

Establishing Training Stations

To answer these and other questions, teacher-coordinators should visit each employer. Call ahead and make an appointment to meet with its owner or manager, present a business card, and explain the work-based learning program. At this or subsequent meetings, teacher-coordinators have at least two objectives: to determine if the business is appropriate for a training station and, if it is, to gain the employer's willingness to participate in the work-based learning program. Discussions with potential employers and training sponsors should include this information:

- Previous employer experience with work-based learning;
- Purpose and goals of work-based learning, and brief overview of operation;
- Benefits of work-based learning to employers and training stations;
- Employer's need for part-time workers and concerns about hiring students;
- Role of the teacher-coordinator;
- Expectations for the employer;
- Procedures for student interviews.

Employers should be given a complete picture of the work-based learning program, especially how participating in the program will affect their businesses. By helping employers understand program goals, the relationship of classroom instruction to on-the-job training, the respective roles of the teacher-coordinator and employer in providing student training, and the support services available for students and employers, they are more likely to become willing and eager partners.

Recommendations for potential training stations can be found from many sources, including the work-based learning program advisory council, former and current training sponsors, the local Chamber of Commerce, professional organizations, school administrators and counselors, past and present students, labor union officials, employment agencies, community surveys, telephone and business directories, newspapers and other local media, as well as recommendations of friends and family.

Outline for Meeting with Employer to Establish a Training Station

- Introduce yourself and present a business card.
- Begin the meeting by explaining the purpose of your visit.
- Explain the purpose and features of the work experience program. Use a program brochure and/or leave one with the employer.
- Provide information about work-based learning program students and the need to provide them with supervised work experiences. Individualize your presentation to the needs of the employer.
- Determine the interests, values, attitudes, and needs of the employer. Ask about the employer's attitude toward providing part-time employment for students.
- Answer employer questions about the program and its students. Identify and respond to any employer concerns about hiring special needs students. Be prepared to answer questions about particular students, their personal traits, school records, and work aptitudes.

- Explain your role in helping employers provide support in training students.
- Ask if the employer is able to provide a part-time position for a student.
- Explain the procedure for student job interviews.
- Obtain possible dates and times when the employer would interview students.
- Explain the follow-up procedures after student job interviews.
- Thank the employer for the meeting time, interest, and cooperation with the program.
- Remind the employer when you plan to visit about the results of student program applications and job interviews.

Student Placement

Appropriate placement of students in training stations is critical to their success and to the continued success of the work-based learning program. Students' career objectives are key factors when determining proper training stations, so teacher-coordinators must take time to get to know both students and employers in order to work with them effectively.

Placement success is enhanced when teacher coordinators:

- Know the student and the employer thoroughly;
- First consider previous employers who have worked with work-based learning;
- Make every attempt to secure long-term, rather than seasonal, placements;
- Consider the hours of student employment to avoid conflicts with educational development and the law;
- Provide employers with multiple student candidates with similar career needs, whenever possible, so employers feel they have a choice when hiring;
- Instruct students in proper procedures for job application, job interviewing, and follow-up after the interview;
- Assist students in arranging interviews;
- Leave the final selection of student-trainees up to the employer.

Students should not be encouraged to find their own jobs as a condition of admission into the work-based learning program. Although it may seem to reduce teacher-coordinator workload, a few of the obvious drawbacks are:

- Lack of employer understanding of training responsibility;
- Employer reluctance to cooperate in training plan design and student evaluation;
- Employer reluctance to adhere to school policies, safety and health laws, and child labor laws;
- Reduced student loyalty to program objectives;
- Occupational placement that is inappropriate to student career objectives;
- Reduced alliance between the school and training sponsor;
- Reduced loyalty between the student and the teacher-coordinator.

Student Job Applications and Interviews

Teacher-coordinators should not assume that students know how to apply for jobs or how to properly conduct themselves during the job interview process. A job-seeking skills component can be included in the general-related instruction or teacher-coordinators can meet with students individually and in small groups to share information such as:

- Descriptions of businesses, job duties, salary and time expectations, staff;
- How to arrange a job interview;
- Proper creation of a resume and cover letter;
- Proper completion of job application forms;
- Proper attire for job interviews;
- Expectations about arrival time and promptness;
- How to create positive first impressions;
- Appropriate interview and communication techniques;
- How to close an interview.

Teacher-coordinators should work with students before sending them on job interviews to ensure that students have the best chance of making it past the interview phase and into a positive employment position. Students are more successful in being hired when they have an opportunity to practice interviewing skills in role-playing sessions. Before they apply for jobs or arrange interviews, students should also write resumes and cover letters for various positions, and teacher-coordinators should provide feedback about needed revisions and improvements to these documents.

Training Station Coordination Visits

By regularly visiting worksites and observing student-trainees, teacher-coordinators can address potential difficulties, provide feedback and encouragement, and keep student-learners on track. Regular visits can also help improve and/or maintain the effectiveness of training stations. Some training sponsors may be adept at providing on-the-job instruction to student-trainees, while other sponsors may be unaware of effective techniques and will benefit from information that teacher-coordinators can provide during regular visits. Consider the following guidelines:

- Conduct visits at times which are convenient to training sponsors and, preferably, when student-trainees are working, even if those times extend past the normal school day or hours.
- Make appointments with training sponsors for the first few visits, as necessary, or when preferred by the sponsor. Once rapport is established, teacher-coordinators may be able to get sponsor agreement for unannounced worksite visits.
- Visitation timing and design should minimize disruption to the workplace and workforce.
- Visit each training station at least once a month, especially during the beginning weeks of student placement.
- Make written records of training station visits to maintain accountability, continuity, and communication to student-trainees, parents, administrators, and employers.

- Be sure the coordination visits have a purpose, including:
 - correlating related instruction with on-the-job training;
 - coordinating training plans;
 - evaluating student progress;
 - resolving problems;
 - assessing the overall training environment; and
 - assisting the training sponsor with the training function.

By using their professional skills and enthusiasm for work-based learning, teacher-coordinators play a critical role in successfully resolving program challenges and maintaining good relationships with employers, students, schools, and their communities. Regular coordination visits are key to these positive relationships.

Continued Development of Training Station Sponsors

Working with a work-based learning student may be a new experience for many training sponsors. Although carefully selected because of their potential ability, training sponsors can be more effective in their educational role when they are given help about how to work with students to provide good job preparation.

Training sponsors may or may not be experienced supervisors who know how to relate to the students they supervise. By discussing human relations and communication issues with training sponsors, teacher-coordinators may help them become more successful in their relationships with students and to become better supervisors overall.

An effective development program for training sponsors is one good method of maintaining the support of employers. Providing on-going supervisor training to all interested businesses, both those that already provide good student training and those that need improvement, is a service to the community that can increase local business involvement in and commitment to the work-based learning program.

Training Agreements

Training agreements are documents that outline the duties and responsibilities of all parties involved in a work-based learning experience: employers, teacher-coordinators, students, and parents. A business-like way to increase the effectiveness of the work-based learning program, training agreements should be used with every training station and student. While these agreements are not considered to be legal documents, they are vitally important, should be signed by everyone, and should be completed (or copied) in multiples for each party to retain. Specific features of training agreements include:

Basic Items

- Statement of purpose;
- Non-discrimination statement;
- Signature lines for four parties involved;
- Beginning wages, starting employment date, and term of employment;
- Unemployment tax exclusion statement.

Employer Responsibilities

- Provide training and supervision of student-trainee;
- Provide a variety of work experiences based on student progress;
- Provide both oral and written appraisals of student progress;
- Provide a minimum number of hours of employment per week on a regular basis during the school year. REMEMBER: State and federal guidelines differ for *maximum* hours students may work;
- Identify procedures to follow if student is absent from work or has discipline concerns at work or in school;
- Hold a conference with the teacher-coordinator before dismissing student;
- Comply with all state and federal regulations regarding child labor, wages, and address other employment-related legal issues.

Student-Trainee Responsibilities

- Be honest, punctual, cooperative, and properly groomed;
- Adhere to attendance policies of both the employer and school;
- Keep necessary records, as required by both the employer and school;
- Conform to rules and regulations as established by the employer;
- Communicate with the training sponsor and teacher-coordinator about all aspects of the work experience, including problems;
- Discuss the employment situation with the teacher-coordinator before submitting resignation.

School Responsibilities

- Provide related instruction coordinated with the student's training station;
- Observe and coordinate student training through on-site observation and discussion;
- Provide student evaluation at appropriate times.

Parent Responsibilities (secondary school students only)

- Assure student's transportation needs are met;
- Support both the employer and school in the work-based learning effort;
- Assume responsibility for student between leaving school and arriving at the training station.

Teacher-coordinators should meet in person with the employer and training sponsor to review and sign the training agreement. Personal meetings with students and their parents will also be valuable in achieving success of the agreement and the work experience.

Training Agreements vs Training Plans

Training agreements should not be confused with training plans. Training agreements are the documents that describe the general terms under which employers, schools, and students will complete a work experience. Training plans are the specific outlines of knowledge, skills, and attitudes that students should acquire at the training station during the term of the training agreement. A Sample Training Agreement is shown on the next page.

TRAINING AGREEMENT

School Name, Address, Phone Number _____

Student-Learner _____	Job Title _____
Business _____	Phone _____
Supervisor/Employer _____	Title _____
Training Period Begins _____	Ends _____ Pay Rate _____
Career Objective _____	

Work-based Learning prepares students for employment. To participate, all parties must agree to :

Everyone

- The agreement will not be terminated without the knowledge of all parties concerned.
- The teacher-coordinator and the training sponsor will cooperatively develop and update the student's training plan.
- After providing appropriate notification, the student may withdraw or transfer from a training station when it would enhance the student's educational opportunities.
- The student will work at least ___ hours, but not more than ___ hours, each week. (IA: 28 hrs max; US: 18 hrs max)
- Appropriate insurance is secured and in force.
- All complaints or problems should be addressed to and resolved by the teacher-coordinator.

Student

- The policies, rules, and regulations of the school and the business will be upheld.
- Actions, attitudes, and appearance will reflect positively on the school and the business.
- Advance notification of absence will be given to the employer and the teacher-coordinator.
- The student will attend an annual employer appreciation event.
- Other part-time employment will not be pursued while enrolled in the work experience course.
- Records of work experiences will be completed and submitted as required by the school.
- Work-based learning activities will be chosen and completed as designated by the teacher-coordinator.
- The teacher-coordinator must give approval before the student may quit or change jobs.

Parents

- Responsibility for the student's personal conduct at school and at work resides with the parents.
- The student's parents or guardians must provide transportation to and from the work station.
- The student will be encouraged to carry out duties and responsibilities effectively.

Employer

- The student will be employed for a designated number of hours each week in order to receive credit.
- The student will be assigned a supervisor who will work with the teacher-coordinator in developing the student's training plan and evaluating the student.
- State and federal employment and compensation regulations apply to the student.
- State and federal safety and health regulations apply to the workplace and the student.
- The student will be prohibited from working if he or she has not been in school.
- The student will be paid the prevailing wage of other workers doing similar work.

Teacher-Coordinator

- The student's on-the-job performance will be observed and evaluated periodically throughout the year.
- The teacher coordinator will assist the student in securing employment at an approved training station.
- The teacher-coordinator will work with the training sponsor to develop a training plan for the student.
- The teacher-coordinator will counsel the student about her or his progress on the job.
- The teacher-coordinator will determine the student's final grade for the work experience course.
- The teacher-coordinator will provide activities for the student to complete on the job.
- The teacher-coordinator will reinforce on-the-job experiences with related classroom instruction.
- The teacher-coordinator will fairly enforce policies, rules, and regulations.

_____ Employer	_____ Date	_____ Teacher-Coordinator	_____ Date
_____ Student	_____ Date	_____ Parent/Guardian	_____ Date

It is the policy of the parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs, and otherwise treated without regard to race, color, national origin, gender, religion, age, marital status, or disability.

Recruiting and Enrolling Students

Work-based Learning Guide 2002

Work-based learning exists to help all students who want and need it. Because it is an elective offering, teacher-coordinators must let students know what it is all about and how it can help them. This section outlines a system for recruiting (informing) and enrolling students in the work-based learning program.

General Information

Admission to a work-based learning program should be concerned primarily with the proper fit of student needs and program purpose. To assume that there are “better” or “worse” applicants is to misinterpret the goals of the work-based learning program. Remember that students’ in-school performance may not accurately predict performance in the work-based learning program or, ultimately, in the workforce. Criteria for admission should be established by the teacher-coordinator, with suggestions and recommendations from school guidance counselors, administrators, and other teachers in the admissions area. When admissions criteria are approved, the teacher-coordinator assumes responsibility for final decisions about who is admitted to the program. Because students in the program must be placed in a job, their “employability” should be considered during the admission process. In addition, student must be able to provide suitable transportation in order to participate.

The Student Admission Process

The admission process outlined in this section includes six steps: recruiting, applying, gathering information, interviewing, deciding, and informing students about status.

Step 1: Recruiting

This informational step involves publicizing, marketing, or selling. For some teacher-coordinators, the term *recruiting* seems to carry a negative connotation. Within the context of the work-based learning process, however, recruiting is nothing more than:

- Informing students about the purposes of work-based learning;
- Showing students how participation in work-based learning can benefit them;
- Honestly explaining opportunities available as a result of participating in the work-based learning experience.

While recruiting, teacher-coordinators should keep in mind that work-based learning is for those who need it, want it, and can profit educationally from it. Before beginning an active recruitment process, teacher-coordinators should meet with the school administrator to discuss any policies affecting the extent to which individuals or

departments may promote particular activities or programs. Administrators generally strive to assure that all students and staff are informed about all school programs and normally offer considerable latitude for teacher-coordinators to inform students of the work-based learning program. Suggested methods and techniques to effectively recruit students, many of which are on-going responsibilities of teacher-coordinators, include:

- Referrals from teachers and counselors;
- Referrals and recommendations from current work-based learning students;
- Presentations by current students;
- Announcements in classrooms or student bulletins;
- Presentations by work-based learning staff at school assemblies or in classrooms;
- Brochures or information sheets distributed to students;
- Referrals from employers and training sponsors when students apply for jobs;
- Displays on bulletin boards and other appropriate locations;
- Results of student surveys.

Recruiting becomes much easier when viewed as part of a well-developed marketing or public relations plan (See Program Management). Activities are outlined here to help teacher-coordinators make certain that students who may benefit from participation in the work-based learning program are appropriately informed about opportunities available to them. Although students generally enroll in work-based learning at specified times, most successful teacher-coordinators make student recruitment a continuous effort.

Teacher-coordinators realize that highly professional behavior is extremely important in the recruitment process. Any evidence of high pressure campaigning to encourage students to enroll will work against the long-term objectives of the recruiting effort. By developing and implementing an on-going public relations plan, teacher-coordinators will make the best use of resources and be effective in recruiting students for the program.

Step 2: Applying

The first evidence of an effective recruitment program is the application from prospective participants. Application forms for the work-based learning program should be created, distributed widely, and used to gather information for making decisions about potential students. Existing school registration procedures may offer a model system to use.

Application forms created for the work-based learning program should be readily available through standard school offices, including those of guidance and counseling. Frequently, schools with more than one work-based learning program use a single application form for all programs. Information on the form should be sufficient to determine which program would be appropriate for the applying student. At minimum, the form should provide sections for information concerning:

- Personal background;
- Career interests;
- Student's current class schedule;
- Courses already taken that relate directly to the training opportunity;
- School attendance history;
- Previous work experience;
- Names of teachers and others who can provide recommendations;

- Instructions for completing and returning the form;
- Student and parent or guardian signatures.

Because special regulations and responsibilities are part of the work-based learning experience, a statement of STUDENT AGREEMENT that helps define student and school responsibilities should be part of the application process, and it should be signed by both the student and parents to indicate their intent to abide by all oral and written expectations. (A Student Agreement should not be confused with the Training Agreement, which outlines training station rules and regulations. See Training Stations.)

Step 3: Gathering Information

Much of the information needed for decisions about appropriate program participants can be found on the student application form. Other information to be considered in the admission process may be found by:

- Seeking recommendations from teachers listed on the form;
- Seeking recommendations from previous employers listed;
- Examining the student's cumulative record;
- Examining the student's attendance, tardiness, and behavioral records;
- Meeting with the school nurse or other appropriate school personnel;
- Seeking input from the student's current and former teachers, counselors, and administrators;
- Meeting with the student's parents or guardians;
- Obtaining a signed parental approval form, when appropriate.

The more information about a student that the teacher-coordinator can obtain, the more likely the decision made will result in a successful work experience.

Step 4: Interviewing

Several suggestions have been made for collecting information about each applicant, but the most important method of learning about the student is the interview.

The interview is a structured, two-way, information-sharing opportunity. The teacher-coordinator should be learning about the student, and the student should be learning about the work-based learning program and the responsibilities of the work experience.

To establish a favorable environment for the free-flow of two-way communication, teacher-coordinators should create a pleasant, relaxed atmosphere and encourage active participation by the student. The discussion may include items such as:

- Purpose of the work-based learning program;
- Program policies;
- Parental approval forms;
- Student occupational aspirations;
- Related-class lesson content;
- Opportunities and limitations within the indicated occupation;
- Details of the student training agreement;
- Student work history;
- Student motivation to participate in the work-based learning program.

Step 5: Deciding

At this point, teacher-coordinators should have collected all appropriate information on which to base a decision. Decisions should be made as objectively as possible, which is more likely if they are based on a clear set of criteria, such as those suggested below. For example, a student must:

- Be in good standing in the school;
- Be at least 16 years of age;
- Have an occupational objective (to discourage students merely looking for money or school release time);
- Have successfully completed the required sequence of proper courses before enrolling;
- Have good recommendations from a certain number of other staff or adults;
- Have a good attendance record or a firm commitment to improve;
- Show desire and potential to benefit from work-based learning.

Decisions should be made on the basis of the needs of the student compared with the criteria established for the program, rather than trying to create some kind of “proper” or “model” work-based learning student. The “best” students are ones whose needs can be met by the program and who have the commitment to fulfill their agreement.

Step 6: Informing Students about Admission Status

Once decisions have been made regarding students admitted to the program (subject to appropriate employment), all students who have applied should be informed of the decisions and their application status. If a large number of responses must be made, teacher-coordinators may choose to inform students by letter. Whenever possible, however, personal contact is recommended so student questions can be answered.

For all students who are accepted, permanent files should be created. Documents that may ultimately be included in the permanent folder are:

- Completed application form;
- Personal data sheet;
- Signed parental approval form;
- Signed training agreement;
- Signed training plan;
- Wage and hour report(s);
- Employer insurance certification;
- Class schedules;
- Evaluation forms.

Notification to students of acceptance into the work-based learning program should include information about a scheduled orientation session.

Orientation to Student Responsibilities During On-the-Job Training

Work experience students will benefit from an organized orientation program to help them understand requirements of the worksite and their responsibilities to the employer, to themselves, and to the work-based learning program.

Successful work-based learning programs establish consistent policies and procedures and expect participants to adhere to them. Teacher-coordinators may want to develop a “student guide” as a way of assuring that all students receive the same information and to provide a reference that students can use throughout their work experience year.

Orientation programs should cover any rules, regulations, and expectations of the work-based learning program, as well as those specific to each of the employers where students are placed. Students will also benefit from receiving any employment guides or manuals from their prospective employers.

Program Records

Maintaining adequate records and information about the program safeguards its continuity. Information should be on file and up-to-date so the program will continue seamlessly, whether or not the same teacher-coordinator or other program staff are in place from year to year. A program filing system should contain:

- Individual student folders;
- New student applications;
- Lists of or sources for prospective employers;
- Correspondence folders;
- Follow-up summaries;
- Reference material inventory;
- Student organization minutes;
- Advisory council minutes;
- Program budgets and reports;
- Related-course outline(s) or syllabus;
- School and program forms.

With such records, program continuity can be maintained and current teacher-coordinators can be more organized. Schools and programs may wish to adopt policies for the length of time to keep program records, so they may be used to provide recommendations to graduating students or for other appropriate purposes.

The training plan is one of the most important tools available to the work-based learning effort. *A written outline of the knowledge, skills, and attitudes the student will or should acquire during the program year at the training station*, the training plan is jointly developed by the teacher-coordinator and training station sponsor through the analysis of the tasks and duties made available to the student-trainee.

Roles and Responsibilities

In developing the plan, the student's occupational objective, the knowledge already possessed, and the kind of learning experiences the student is capable of handling must also be identified and accommodated. Involving the student in the development of the plan will assure that such information is included and will provide the student with a look at the skills that are essential to success in the particular occupation.

The training plan specifically helps ensure that training is provided in all aspects of a student's job; that everyone understands the training that is to be accomplished; and that training is coordinated with the student's classroom experiences. Development of a training plan also enhances student evaluation as an on-going process during the school year. If the competencies needed in the job are identified and used to train the student, then the student's attainment of these competencies can be evaluated using the same items.

Teacher-coordinators work with the needs of both students and training stations to develop related class instruction and to create the list of occupationally based skills and attitudes that students learn on the job. Training sponsors are responsible for using the training plan to direct, supervise, and evaluate students' on-the-job learning activities.

Contents of the Training Plan

Although training plans will vary from student to student, all plans should contain essentially the same types of competencies, including job skills (from basic to complex, based on progression), human relations skills, communication skills, work habits and attitudes.

Sources for Training Plans

In the work-based learning program, minimum competencies, as identified at the state level and which are appropriately developed in the job setting, must be used as the foundation for the individualized competency list that is jointly developed by the training sponsor and the teacher-coordinator.

Obviously, development of training plans can be very time consuming. Training plans for comparable jobs may already exist, however, since considerable research and development has identified competencies needed by employees in various occupations.

If such training plans are not available, teacher-coordinators can ask a committee of technical specialists to develop competency lists. Then, by providing these competencies to training sponsors, they can be used to prepare a training plan that meets the needs of both students and training stations. Training sponsors will then designate the areas of instruction to be provided. Once a training plan is developed for a student in a specific occupation, it can be adapted for other students who are placed in the same or similar occupations. The training plan, however, should always be adapted to the specific training station and to the individual student.

Training plans are always subject to change, as students develop through the school year, and as individual strengths and weaknesses are identified. Training plans may also become a basis for the required periodic evaluation necessary for awarding credit. When developing training plans, be sure to:

- Individualize for each student, based on occupational goals and objectives;
- Develop competencies cooperatively among the teacher-coordinator, employer, student, and technical content area instructors;
- Use the plan during each coordination visit;
- Assure that training plans reflect and support the related classroom learning.

Developing a Training Plan for Students at the Workplace

In *Getting to Work: A Guide for Better Schools* by M. Rahn, et. al. (Berkeley: MPR Associates), several possible components of a training plan are identified. The authors recognize that “the way in which students are prepared at school before they leave for work determines more than any single factor how successful work-based learning will be with students, teachers, and employers.” Students need a training plan that begins at school, carries over into the workplace, and contains clear expectations of what students, teachers, and employers are expected to do. Possible components include:

- A list of **learner outcomes** to be measured in the classroom and workplace. The list describes what students should be able to do and the level at which students should be able to do them.
- **Activities**, of at least two types, which those students should perform at the workplace. The first type should provide students with more information about the workplace, workers, and the industry. For example, students can interview their supervisors about how they got their jobs and what they do on their jobs. Most of these activities are *unpaid career awareness activities* that benefit the student. The second type of activity should be work samples or some other reflection of work where the student is involved in activities that contribute to the overall profitability and efficiency of the employer. For example, a graphic arts student runs the printing press.

- A **plan** for each student that the employer can verify. If both the school and employer have agreed upon the skills that students need, the employer can check off which ones student-trainees develop over time. The plan may not only be a check-off system but also a rating system with a specified level of performance. Teachers and students get feedback through these records.
- **All Aspects of the Industry** activities (as defined in Section 4 of the School-to-Work Opportunities Act of 1994) should be included in the training plan. These aspects, defined by The Carl D. Perkins Vocational and Technical Education Act of 1998 and later legislation, include planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. The training plan should specify how the student is going to receive broad understanding and experience in the industry during classroom learning, work, or both.
- **Reflection time**, orally and in writing, should be built into the work-based learning experience. Students who take time at work to write about what they observe and learn can reflect and absorb knowledge. Students should share their reflection with workplace supervisors, teachers, and peers.

Planning Suggestions for Developing Your Own Training Plan

Specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Use a planning sheet as a place to start. Eventually, your final training plan will need to be signed by your partners — students, teachers, administrators, employers, and parents — with expectations clearly communicated. A sample training plan can be found on pages 55-57 of this section.

Your Partners in Training Development

When creating a training plan, make every effort to identify a group of employers who will work with you and your team to develop one common training plan format. If a number of employers must include any special expectations, outcomes, or activities that are particular to them, a customized training plan may be required for each employer who provides a placement for work-based learning. Customized training plans may also be required for each student placed at a single employer because of different work activities or student interests. You and your partners should first agree to a common set of broad outcomes for each activity and include these expectations in the training plan.

When establishing training plans to link All Aspect of the Industry efforts with employability skills, use the reference guide, *Model Career Education Standards and Benchmarks Including Employability Skills 2002*, developed by the Association of Business and Industry Foundation (ABI) and the Iowa School-to-Work Office. Here you will find employer-developed standards, validated by grade level and cross-referenced with appropriate classroom activities, All Aspects of the Industry activities, and work-based learning experiences. This document is located on-line at the Department of Education Web site. <<http://state.ia.us/educate/ecese/stw/documents.html>>

Planning Worksheet

A planning worksheet provides a place to list your overall learner outcomes for the work-based learning experience. Within each area of instructional activities (work skills and knowledge, career development, All Aspects of the Industry, and reflection), partners should discuss learner outcomes for each activity and include these expectations in the training plan.

Location

With your partners, you may want to discuss where the activities will take place. Some activities may be conducted at the work site, while others may take place in the classroom.

Sample Planning Sheet Entries

Overall Learner Outcomes

- Students will understand the careers available in the health industry in order to make decisions about their future career plans.

Work Skill and Knowledge Activities

- Students will learn to take the vital signs of a patient.
- Through case study lessons of a current patient's medical history, students will understand how dietary conditions affect the body.

Career Development Activities

- Through interviews of co-workers, students will learn the education requirements necessary to attain various positions within the health industry.

All Aspects of the Industry Activities

- Students will conduct research on the management structure of their place of employment and design an organizational chart.

Reflection Activities

- Students will record their workplace experiences in a journal each day.

Planning Sheet Formats

Planning sheets can take as many forms as there are people who create them. In addition to the specific key items identified in the example above, planning sheets may also identify:

- Name of the work-based learning experience;
- Length of the experience;
- Schedule of the experience;
- Grade level of the experience;
- Number of students to be placed;
- School partner name;
- Employer partner name.

The form of the planning sheet is not as important as the information it allows you to collect and use as you develop effective training plans for the students you will place.

SAMPLE TRAINING PLAN

Education at Work: Protech Training Plan

Student: _____

Date: _____

DEPARTMENT / POSITION:
Special Services / Operations Clerk

Rating Scale

1 = Not Applicable

2 = Exposed to Task

3 = Performs Task with Assistance

4 = Mastered Task

5 = Can Demonstrate Task to Others

I. Department Procedures	1	2	3	4	5
<i>A. Tasks</i>					
1. Researches \$50-and-under overdraft/charge-offs for other account relationships.					
2. Data entry on SAP.					
3. Responds to inquiries by customers and branches, performing research when necessary.					
4. Performs follow-up with branch staff and/or customers, as appropriate.					
5. Has direct contact with vendors to give and receive updated information.					
6. Assists in the preparation and filing of branch administration reports.					
7. Types letters, memos, and other documentation using Word software.					
8. Provides telephone coverage.					
9. Handles incoming and outgoing mail.					
10. Keeps department filing current.					
11. Produces letters to branches regarding customer overdraft.					
12. Other duties as assigned:					
<i>B. Systems / Equipment Proficiency</i>					
1. Uses computer to perform daily functions.					
2. Accurately uses 10-key adding machine.					
3. Efficiently operates telephone systems.					
4. Uses the fax machine.					
5. Operates the copying machine.					
<i>C. Terminology / Conceptual Understanding of Department</i>					
1. Develops a working knowledge of the branch. Supports department and all aspects of branch operations.					
2. Understands department filing system.					

Rating Scale

ES = Exceeds Standard

MS = Meets Standard

BS = Below Standard

N/A = Not Applicable

II. Principles	ES	MS	BS	N/A
<i>A. Understanding of Organization</i>				
1. Describes functions of the department's work.				
2. Explains how department relates with other departments.				
3. Understands the purpose of major departmental procedures.				
4. Other:				
<i>B. Safety and Security</i>				
1. Adheres to company safety and security regulations.				
<i>C. Skills (where applicable)</i>				
1. Understands and demonstrates basic knowledge of banking, insurance, and investments:				
• Computation skills				
• Reading skills				
• Telephone skills				
• Keyboard/computer skills				
• Filing skills				
• Office machines				
• Verbal and written communication				
a. Writes clearly, concisely, and accurately				
b. Listens actively; understands directions				
c. Asks questions to learn, to solve problems, and to clarify				
<i>D. Other / Miscellaneous</i>				
1. Understands departmental terminology.				
2. Other:				

III. Excellence	Meets Standard	Below Standard
<i>A. Ethics</i>		
1. Demonstrates honesty and reliability.		
2. Maintains integrity in reporting time and filling out time sheets.		
<i>B. Behavior / Quality of Work</i>		
1. Shows a commitment to accuracy in work.		
2. Demonstrates an ability to work independently.		
3. Takes initiative when appropriate.		
4. Quantity of work.		
5. Completes / produces work in a timely manner.		
<i>C. Professionalism</i>		
1. Adheres to schedule and discusses changes with supervisor.		
2. Arrives on time; takes appropriate time for lunch.		
3. Informs supervisor if late or absent.		
4. Adheres to professional dress code.		
5. Wears / carries I.D. badges at all times (if applicable).		
6. Does not receive personal phone calls except in an emergency.		
7. Maintains confidentiality.		
8. Demonstrates respect for authority.		
<i>D. Teamwork</i>		
1. Interacts with others in a professional manner.		
2. Cooperates with others to complete team goals.		
3. Communicates effectively with clients, supervisors, and coworkers.		
<i>E. Other:</i>		

Example training plan reprinted from *Getting to Work: A Guide for Better Schools* by M. Rahn, et. al., Berkeley: MPR Associates.

Task Analysis

A task analysis is a procedure designed to collect information about the knowledge, skills, and attitudes necessary to be successful in a specific occupation. Information is gathered from people who have expert knowledge about the occupation — people who have worked in the occupation for several years, managers or supervisors who are familiar with the occupation, or other technical content experts who know about the requirements of the occupation.

Teacher-coordinators of work-based learning programs need to have a detailed description of the job duties and tasks of an occupation in order to plan appropriate instruction for students who are training in that occupation. When determined, the detailed task list is given to the training sponsor to identify the tasks needed by students for job success, and the competencies are then used to outline students' training plans. The task analysis process is time consuming and should only be used by teacher-coordinators when adequate information is not available to plan appropriate instruction and training for a particular job or occupation.

Three Task Analysis Steps

First, develop a questionnaire containing a comprehensive list of possible tasks for an occupation that can be evaluated by business people. The list can be developed by:

- Reviewing textbooks and training materials for the occupation;
- Reviewing research studies that describe appropriate tasks;
- Asking advisory committee members, training sponsors, or advanced students to list the necessary tasks for the occupation.

When the tasks have been identified, questionnaire rating scales should be developed so each task statement can be rated for its relevance and inclusion in the final document. Different rating scales, such as *importance of task* or *training sequence*, can capture a variety of information about each task.

Second, conduct in-person interviews of about 30-45 minutes each with experts in the occupation. Several subjects, each with at least 2-3 years of experience, should be asked to accurately describe the job duties of the occupation. Different types and sizes of businesses should be interviewed to get a broad picture of the occupation and to offer examples of differences that exist among businesses. To begin the interviews, ask open-ended questions and record all ideas concerning the major tasks and responsibilities of an employee in the occupation. Follow by providing a list or inventory of tasks that the interview subject can use to identify specific tasks of the occupation and to rate each according to the established criteria (importance, training sequence, etc.).

Finally, summarize the interview data and develop a final list of tasks that most business people ranked as important or very important. These are the tasks to use for training, and they can be sequenced as entry-level, intermediate, or advanced. From this information, training plans can be developed, instructional materials can be selected or prepared, and students can determine what knowledge, skills, and attitudes are needed for success in the occupation.

More Task Analysis and Instructional Development Resources

Many resources exist in the fields of instructional systems design (ISD) and training that offer specific guidelines for developing and using a task analysis process, interpreting the resulting data, creating training plans, and creating and improving training instruction and delivery. Check with local colleges and universities, a local chapter of the American Society for Training and Development (ASTD) <<http://www.astd.org>>, or use an Internet search engine to look for "instructional systems design."

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Evaluate for Progress

After the teacher-coordinator develops the training plan in cooperation with the training sponsor, the student needs to be evaluated on a regular basis to determine if progress is being made toward developing the specific job skills. If one does not exist, the teacher-coordinator should develop an evaluation procedure that will measure student performance and provide the student with information on current strengths and areas where improvement is needed.

Developing a System for Evaluation

In developing an evaluation system, teacher-coordinators must determine the purpose of the evaluation, what needs to be evaluated, when evaluation should occur, and how to evaluate.

Purposes of Evaluation

In the work-based learning program, evaluation can provide the student, teacher-coordinator, and training sponsor with information that will be helpful in planning future instruction. Because evaluation can be used for many reasons, one of which is to contribute to student grades, the purpose of conducting evaluations of students' on-the-job training must be specifically identified before anything else is begun.

The structure and content of the form, the procedures, and the use of the information may change, depending on the purpose of the evaluation. Teacher-coordinators should carefully consider why evaluation is needed and state the purposes clearly, so students and employers will understand and support the procedures. The form should identify the work habits, personality traits, work adjustment skills, and basic skills needed for success on the job.

Roles and Responsibilities

In evaluating student performance, the training sponsor identifies which skills the student performs well and which skills the student needs to improve. The sponsor then helps the student in improving specific job skills and informs the teacher-coordinator of skills needing improvement so individual classroom instruction may be provided to the student. The teacher-coordinator identifies what, when, and how to evaluate, as well as procedures for evaluation and works with the training sponsor to conduct the evaluation session with the student.

What to Evaluate

The goals and objectives of the work experience program will provide information on what to evaluate. In addition to work adjustment skills and specific employment skills, teacher-coordinators should evaluate basic job skills, social and communication skills, personality traits, work habits, and student attitudes.

When to Evaluate

Evaluation should occur on a regular basis. Frequent evaluation reinforces positive behavior, effective job performance, and continued effective performance. In addition, skills that require improvement can be corrected before they seriously affect student performance. Completing an evaluation at least every five to nine weeks will help it be useful to the student and employer.

How to Evaluate

Evaluation forms are completed by training sponsors because they are in the best position to provide objective feedback on student job performance. Teacher-coordinators, however, must structure the evaluation process by developing a procedure, providing evaluation materials, and scheduling and conducting a joint evaluation interview with the student and the training sponsor after the evaluation form has been completed.

Evaluation Procedures

When developing a system to evaluate students' on-the-job performance, the following steps may serve as a useful guide:

1. Identify what is to be evaluated. Beyond basic and technical job skills, the work habits, attitudes, and personality traits needed for job success should be evaluated. In addition, items such as attendance, appearance, cooperation, and dependability should be evaluated if they are important to the jobs being trained. Special care must be taken not to include items that are unrelated to the job.
2. Select or develop an evaluation form. The form should be carefully selected to allow student performance to be evaluated as completely and objectively as possible. Since the form will be used by many different groups, it should be easy to understand and use. Formats can range from detailed competency lists to general work-habit lists or a combination of several items.
3. Explain evaluation procedures. As students are accepted into the work experience program, and as training sponsors are identified to work with students, evaluation procedures should be explained to each one. Both students and training sponsors must appreciate the importance of evaluation in the effectiveness of on-the-job training, and they must be willing to use it.
4. Take evaluation forms to training sponsors. As the time for evaluation nears, teacher-coordinators should prepare students and training sponsors for the process. The teacher-coordinator should review the procedure and form with

students, especially because it may be their first job evaluation. Be sure to respond to students' questions and concerns. Help them recognize that the purpose of evaluation is to identify both job strengths and areas needing improvement and that remarks about improvement should not be taken as personal criticism. Teacher-coordinators should deliver evaluation forms to training sponsors in person; they should *not* be mailed. Personal delivery stresses the importance of evaluation and allows teacher-coordinators to review procedures with sponsors.

5. Schedule and conduct the evaluation interview. Evaluation is conducted to identify student strengths and areas of needed improvement. Information obtained is used to structure the next on-the-job training period. Evaluation interviews offer an opportunity for students, training sponsors, and teacher-coordinators to understand the ratings and engage in an important part of the training process. Teacher-coordinators should control the evaluation interview to ensure a positive atmosphere is maintained. Important strengths and weaknesses should be discussed, and plans should be developed for the next training period. Each participant should be given ample opportunity to discuss the evaluation items. A careful record of the interview should be kept, particularly if information not on the form is discussed. Teacher-coordinators may want to meet individually with students and/or training sponsors, in case there is information that either wishes not to share with the other.

Steps to Positive Evaluation Interviews

While everyone might agree on the importance of evaluation in the training process, the interview itself can be a difficult procedure for many business people, managers, or supervisors to conduct. Teacher-coordinators must walk a fine line during the interview, carefully guiding the atmosphere and content, while also encouraging students and training sponsors to discuss the evaluation directly with each other. The following ideas may help make the evaluation interview a positive experience:

1. Make sure the interview is *conducted in a quiet, private place* which is free of interruptions.
2. Plan for the evaluation interview by identifying objectives, reviewing student records, developing suggestions for positive actions, and preparing a preliminary summary.
3. Explain that the purpose of the interview is to measure student progress and identify performance which is done well and performance which needs improvement. Remind students that the purpose of the interview is to help them improve their on-the-job training performance.
4. Start the interview by putting the student at ease. Remain calm regardless of student attitude or behavior.

5. Open the comments with positive statements about skills the student performs well.
6. *Listen to the student.* Part of the purpose of the evaluation interview is to gain information or learn more about student attitudes toward the on-the-job training experience. The student should be given the opportunity to discuss strengths, areas of needed improvement, and means of improving performance.
7. *Talk about behavior, not about personality.* Talk about correct actions; do not attack the student. Focus the evaluation on the student's performance of basic job skills, work adjustment skills, human relations skills, and specific job skills needed to be successful in an occupation. Talk about objective job-skill performance, *not* about subjective factors.
8. *Offer encouragement.* Help the student recognize that you believe s/he does more things right than wrong. Offer sincere compliments when the student's performance merits positive reinforcement. When the student needs to improve a skill, be sure to provide specific suggestions and/or instructions on how to improve the performance.
9. *Leave the student anxious to improve.* Help students recognize that critical remarks by teacher-coordinators or training sponsors are not personal attacks. Help students identify ways they can improve their on-the-job performance.
10. *Plan for follow-up procedures.* Suggest how students will receive instruction to improve, whether that is classroom instruction from teacher-coordinators or specific job instruction from training sponsors. Give students specific instructions on why, how, and when improvement is expected.

To be complete, the evaluation interview should end with a summary of the discussion. In addition, plans should be developed and agreed upon for the next training period. When evaluation interviews are conducted successfully, subsequent on-the-job training efforts should be more effective.

Work-based Learning Evaluation

How well does work-based learning achieve its purposes? Program evaluation is the task of making judgments about the quality of a program and determining the extent to which previously established criteria are being met or have been attained. The fundamental reason for evaluation is to seek improvement. Educators are obligated to ensure that educational processes deliver specified program objectives.

Accreditation Evaluation

Many schools periodically participate in some type of evaluation to maintain accreditation. During that process, a team of evaluators reviews the entire school, analyzes its strengths and weaknesses, and makes recommendations for improvement. The North Central Association (NCA) is one accrediting agency that conducts school evaluations – and that also maintains criteria for work-based learning methods. During an NCA evaluation visit, a team of two or three persons considered to have expertise in an occupational field evaluates the program. Before the NCA team makes its analysis, teacher-coordinators and a selected committee assess the program and identify what needs to be done to improve the operation.

Local Evaluation

In the absence of an external or accreditation evaluation, or one required by the Department of Education, conscientious teacher-coordinators wanting to improve may enlist the help of teacher-educators from state universities or colleges, advisory council members, or professional colleagues in the field to appraise their programs.

Teacher-coordinators should also conduct the following types of evaluation to ensure the relevance and efficiency of work-based learning:

- *Graduate Follow-Up.* Within a specified period of time following completion – usually one year and five years, a follow-up study of graduates should be conducted to determine their employment status, additional education received after completion, and general attitudes toward the training received.
- *Mastery of Course Competencies.* An effective means of assuring student outcomes is through the use of a mastery-level test of the core curriculum competencies. The major purpose of the mastery test is to differentiate between students who have fully mastered the competencies and the ones who have not. In addition, teacher-coordinators can evaluate their instructional effectiveness within particular units of the curriculum.

- *Student Evaluations.* A semester or year-end anonymous program evaluation should be given to students to uncover their attitudes, reactions, opinions, and recommendations related to program objectives, teaching techniques, instructor effectiveness, training sponsor qualities, and training station opportunities, among others.
- *Individual Student Evaluations by Employers.* An effective means of assisting student outcomes is through the use of an evaluation of students by their employers done at least four times a year.

Quality Indicators

Work-based learning should be reviewed in a comprehensive manner. Undoubtedly, the key component of any successful work-based learning design is the teacher-coordinator, but the areas outlined below should be reviewed with equal importance to ensure a solid foundation and good reasons to continue the program.

I. PROGRAM DEVELOPMENT AND OPERATION

Goal: The work-based learning program is planned to meet student and community needs through clear, attainable objectives which fit the overall education program of the school and are evaluated systematically.

Quality Indicators

1. Written statements containing the purposes and objectives of work-based learning are on file with the administration and are consistent with the school philosophy.
2. All students enrolled have an occupational objective.
3. Provisions are made to accommodate disadvantaged, disabled, or other special audiences.
4. A clear-cut job description for the teacher-coordinator is maintained and updated annually.
5. The teacher-coordinator works with school guidance personnel in assessment and enrollment of prospective students.
6. Program planning reflects requirements for emphasis on math, English, science, social studies, and occupational competencies as core curriculum subjects.

II. ADVISORY COUNCIL

Goal: The advisory council provides effective communication between the school and the community, is responsible for suggesting curriculum changes, and assists in evaluation.

Quality Indicators

1. There is proportionate representation from the community on the advisory council for special needs, interests, gender, and minorities.

2. The teacher-coordinator attends meetings of the advisory council and is familiar with recommendations made.

III. FACILITIES AND EQUIPMENT

Goal: The facilities are current and of sufficient size and quality to effectively meet the instructional needs of students.

Quality Indicators

1. A classroom, storage facilities, and access to a private office with telephone are available to the teacher-coordinator.
2. Students have access to computers.

IV. PROGRAM ADMINISTRATION

Goal: The work-based learning program functions with an adequate budget for salary, travel, equipment, and supplies.

Quality Indicators

1. The work-based learning program is an integral part of the local plan for career education and is considered equal but of separate instructional design.
2. An approved operating budget for the current fiscal year is on file and available to the teacher-coordinator.
3. The teacher-coordinator uses a plan or checklist to assure all students are kept informed about their achievement of necessary skills and knowledge (competencies).
4. An on-going review of instructional materials is conducted to ensure that materials are free from gender discrimination and bias.

V. INSTRUCTIONAL STAFF

Goal: A qualified teacher-coordinator is responsible for conducting a quality program, as well as maintaining effective school and community relations.

Quality Indicators

1. The teacher-coordinator is vocationally approved and possesses the personal, technical, professional, and occupational competencies necessary to prepare students for entry-level employment or for advanced educational instruction.
2. The teacher-coordinator participates in continuing education, in-service training, and/or other forms of professional and technical development.
3. Professional competency is maintained through involvement in affiliated professional organizations associated with each work-based learning program.

VI. CURRICULUM AND INSTRUCTION

Goal: The content of all instruction is competency-based, is organized around the skill development needed by students, and includes an overview of occupational opportunities.

Quality Indicators

1. The curriculum is based on analysis of the knowledge, skills, and attitudes required to meet the occupational objectives of students.
2. Written plans that clearly state competencies, activities, and resources to be used during instruction are developed and implemented. These job-specific competencies for each of the six occupational areas are used in conjunction with the core competencies developed by the Department of Education.
3. A variety of instructional methods (small group activities, visual materials, field trips, speakers, etc.) is used.
4. Student leadership development activities are incorporated into the overall course of study.
5. Students are provided with individualized projects or units of study relating to their occupational objectives.
6. English, math, science, and social studies are integrated into the related class for continued emphasis on developing essential competencies.
7. Students are apprised of the importance of productivity, the free enterprise system, basic employment skills, and entrepreneurial skills as they pursue occupational preparation opportunities.

VII. STUDENT/EMPLOYER FOLLOW-UP AND STUDENT PLACEMENT

Goal: Comprehensive evaluation of the program is conducted, including follow-up of students to determine successful placement, student opinion of program effectiveness, and employer opinion of program adequacy.

Quality Indicators

1. Employer opinion surveys are conducted annually concerning the relevance of the work-based learning program.
2. The findings of evaluation, follow-up, and surveys are available and used by the teacher-coordinator, administration, and advisory council in updating and improving the program.

VIII. WORK-BASED LEARNING COMPONENTS

Goal: Work-based learning involves responsibility and experience in applying skills relevant to the student's career objective.

Quality Indicators

1. Students, parents, employers, and the school have a signed, written training agreement.
2. A training plan has been developed for each individual student and is relevant and specific to the student's occupational objectives. The student, employer, and teacher-coordinator use the plan to measure the progress and sequence of student learning experiences.
3. Regularly scheduled coordinating visits are maintained and are of sufficient frequency and number so the teacher-coordinator can assist with training or occupational problems.
4. The teacher-coordinator maintains records of each student agreement, training plan, employer rating sheets, wage and hour records, and information obtained from coordination visits. These should be retained for several years.
5. The related classroom instruction is taught by the teacher-coordinator and is designed to fit the student's occupational objective and/or individual job needs.
6. Credit is granted for occupational experience as well as the related classroom achievement.
7. The employer and teacher-coordinator are involved in evaluating student progress, with the final grades awarded by the teacher-coordinator.
8. A competency-based evaluation instrument is used to measure student performance at the training station.
9. There is an organized system for developing and approving training stations.
10. Each student participates in an appropriate occupational training experience for the minimum number of hours per week that provides a continuum of training.
11. Students are provided release time (excused time away from the school building) during the normal school day.
12. Students are employed for a monetary wage at a rate comparable to that paid other part-time employees for similar work and are not displacing other workers who could do such work.
13. Travel expenses are provided for coordination purposes and other program-sponsored activities.
14. State and federal labor laws are reviewed by the teacher-coordinator, student, and employer.

Section B

Risk Management: Safety and Health

Risk Management: Safety and Health Overview

Work-based Learning Guide 2002

Risk Management, Safety, and Health Training for Work-based Learning

The personal health and safety of each student in a work-based learning experience is of primary importance to everyone involved in community-based experiential learning opportunities for Iowa's students. It is the responsibility of teacher-coordinators and others involved in supervising students at work-based learning sites to be aware of good risk management practices and to work together for the health and safety of all parties.

Just as all employees should be afforded safe and healthy environments in which to perform their work, so must all students receive adequate protection for their health and safety, especially when they are involved in on-the-job learning activities. By teaching students good health and safety procedures and practices when they are also learning other aspects of expected job performance, they are more likely to take those practices with them into later employment and can help to make their worksites better and safer places for everyone.

Risk management is the term used for assessing and minimizing or eliminating hazardous situations and practices in the workplace. *Safety training* provides all workers at a place of employment, including student-learners, with information and practice in the procedures and processes needed to perform their jobs as safely and productively as possible. From the correct use of a specific tool to the proper procedure for responding to an emergency and reporting an accident, all workers, including students, must be trained.

On-the-job safety is *not* a luxury or a frill. Safety and health standards, policies, and procedures are critical to the productive operation of any workplace. In short, good workplace safety and health benefits the bottom line. Fewer days are lost to illness and injury – and fewer workers' compensation claims are paid, which lowers insurance premiums. Productivity improves when equipment is working properly, when workers have been adequately trained in both the procedures of their jobs and in safety procedures, and when workers are not concerned about possible injury from unshielded parts or unsafe components or practices.

Workplace Safety is the Law

It is important for teacher-coordinators to know that many state and federal laws govern the health and safety of workers, including students, while they are on the job. The Fair Labor Standards Act (FLSA) and laws dealing with child labor, workers' compensation,

unemployment insurance, immigration, occupational safety and health, wages and hours of work, equal access, and others are intended to protect worker safety.

Employers who provide work-based learning opportunities for students must be aware of their legal obligations, but those obligations are essentially the same for students as for other workers. In other words, if employers provide safe workplaces and training in health and safety issues for their 'regular' employees, conditions should be the same for students in work-based learning experiences at those sites.

Risk Management is *Common Sense*

Despite the fact that nothing in the world, including a workplace, can be guaranteed 100 percent safe or accident-free, employers can *manage risk* for employees and student-learners. Managing risk means to develop a plan that assesses hazards in the workplace and identifies solutions or actions to reduce the possibility of problems, accidents, or injuries. Three primary strategies for managing risk are:

- *Avoid the dangers* – sell or otherwise eliminate dangerous equipment or property; remove dangerous conditions; stop hazardous practices
- *Transfer the dangers* – buy insurance; make contractual agreements; obtain waivers of indemnification and/or certificates of insurance
- *Reduce dangerous incidents through safe work practices* – establish and implement safety and training programs; regularly inspect worksites, workstations, and equipment; establish and implement regular maintenance procedures and schedules

In a nutshell, risk management is a practical process used to keep people and property safe from harm. *Parents have been practicing risk management for years!*

Risk management is also just good common sense. While this guide will provide practical tools and suggestions that can be used by teacher-coordinators, employers, students, and others involved in work-based learning opportunities, *nothing can replace common sense*.

***If a situation does not look safe, feel safe, or act safe,
it is probably NOT safe
and
no student (or worker) should be placed there.***

Share and use these guidelines for common sense risk management:

- Assess and prepare for potential problems. *Don't ignore them.* Reacting after problems occur is not enough. Not only has damage been done to the organization, financially and perhaps physically, but a “moral hazard” is also created. Anyone who is responsible for people and/or property has a duty to take care of them – *before* problems or injuries occur.
- Provide training to reduce risk. Trained workers are less likely to put themselves in dangerous situations or to use tools improperly, even if a worksite might be considered hazardous. Training and education are also “tools” of the workplace that should be provided to all employees, including student-learners.
- Ignorance is not a viable defense. Not knowing does not shield from liability. When everyone is informed, you can avoid “liability paranoia.”
- Use written agreements to provide greater protection and reduce liability. Oral agreements can be just as binding as written ones, so any agreement between two or more parties should be put in writing and acknowledged by all involved.
- Seek technical assistance whenever needed. State and federal agencies provide free consulting services, including workplace audits, to help employers meet their requirements without penalty.
- Be consistent in planning, policies, and procedures. If one group of workers receives information or follows certain practices, be sure all other groups, including student-learners, are treated in a similar manner.
- Evaluate and update risk management strategies as often as necessary to maintain a comfort level for the school, employer, employees, and student-learners.

Develop a Risk Management Plan

To help support their responsibility for the people and property in the workplace, every employer should develop and implement a written Risk Management Plan. While the information in this Guide is not intended to replace any existing company safety and health program, it can serve as a reminder for important aspects of student-learner safety. For companies without a formal safety and health program, the information presented here can be used as the basis for establishing one. While no plan can guarantee an accident-free workplace, following the principles and procedures in this Guide can significantly reduce the risk of danger to all employees, including student-learners.

Suggested Statement of Practice for Employer Risk Management Plans

The following statement may serve as a model for employers who want to establish safe and healthy workplaces and effective risk management plans.

State and federal law, as well as our policy, mandates that the safety and health of our employees be of utmost importance. Safety and health must be a part of every operation and every employee's responsibility at all levels.

It is our intent to comply with all health and safety laws affecting our operations, our employees, and the public as a whole. To do this, we must constantly be aware of conditions in all work areas that can produce or lead to injuries or illnesses. ***No employee is required to work at a job known to be unsafe or dangerous to his/her health!***

Your cooperation in detecting hazards, reporting dangerous conditions, and controlling workplace hazards is a condition of employment. Inform your supervisor immediately of any hazardous situation.

OSHA and IOSHA Regulations

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Safety and Health Regulations are for Everyone's Protection

All employers or training stations in the work-based learning program must know and comply with all applicable regulatory standards, laws, and rules established by the following state and federal agencies:

- Occupational Safety and Health Administration (OSHA) – federal
- United States Department of Labor (DOL)
- Iowa Occupational Safety and Health Administration (IOSHA)
- Iowa Division of Labor Services/Workforce Development (IDOL)
- Iowa Department of Natural Resources (IDNR)
- Iowa Department of Transportation (IDOT)
- Iowa Department of Revenue and Finance
- Iowa Workers' Compensation Division/Workforce Development

Other state laws affecting employers, employees, and places of work may be found in the Code of Iowa. Because federal and state legislation may change the letter and the intent of established laws, employers must develop a plan – which should include providing training – to keep themselves, their workers (including student-learners), and their workplaces up-to-date on all laws and regulations affecting their businesses. Remember:

- Students are responsible for following regulatory statutes, rules, and standards in the course of their daily work activities.
- Supervisors are responsible for staying current on updates to regulatory statutes, rules, and standards.

Safety and Health Training

Safety and health training is one of the most important elements of any effort to prevent injury or illness. Safety training develops safe workers. Safety training enables workers to learn their jobs properly, reinforces existing safety policies and procedures, and helps manage risk to employees and employers alike. *Student-learners should be trained in proper workplace safety procedures BEFORE they begin work.*

Supervisors are key figures in establishing successful programs to prevent injury or illness because they have primary responsibility for implementation and for investigating accidents and illnesses according to established plans and procedures. Supervisors must

be familiar with the safety and health hazards to which employees are exposed, how to recognize them, their potential effects, and the rules and procedures for maintaining a safe workplace. Training sessions for student-learners should include:

- Safe work procedures unique to the student's job, with an explanation of how these safety procedures protect against risk and danger;
- Conditions when personal protective equipment (PPE) is necessary, with instructions on how to use and maintain the equipment in good condition;
- What to do when emergencies occur.

Written Programs and Specific Training

For employers to achieve compliance, some safety and health regulations or standards require written programs and specific training sessions developed and held at recommended intervals.

To help employers establish effective programs, meet requirements, and provide proper training, a complete list of OSHA General Industry and Construction Standards that require inspection, annual training, or written programs is available from the Consultation and Education Services of the Iowa Division of Labor Services. See the Reference Section of this Guide for contact information. A sampling of these standards and training requirements are listed below:

IOSHA General Industry and Construction Standards Training

Employees, especially supervisors and managers, who are responsible for ensuring compliance should be trained annually to help them improve their knowledge of important safety and health requirements. A free *10-Hour Voluntary Compliance OSHA Certificate Course for General Industry and Construction* can be conducted at any business site and customized to the sponsor's needs. Contact the Consultation and Education Office, Division of Labor Services, at 515-281-0202 or 800-562-4692 for more information and to schedule the course at an employer workplace.

IOSHA 1904 – Recording and Reporting Occupational Injuries and Illness

Employers are required to record and report work-related fatalities, injuries, and illnesses. Required forms include the *OSHA 300 Log* and the *Employer's First Report of Injury*. Fatalities must be reported within 8 hours. Call 877-2-IA-OSHA (877-242-6742).

IOSHA 1910.38 – Emergency Action Plans and Fire Protection Training Standard

A written Fire Prevention Plan is required to identify major workplace fire hazards and proper handling and storage of hazardous chemicals. A written Emergency Action Plan is required for identifying measures to ensure safety from fire and other emergencies. Contact IOSHA Consultation and Education Services for a copy of the *Safety and Health Program and Emergency Action Plan Packet*.

Fire Protection/Emergency Evacuation Training

All employees who handle flammable liquids or who respond to workplace

emergencies, such as fires or chemical spills, need to be trained on proper response techniques.

IOSHA 1910.95 – Occupational Noise Exposure Standard

A written Hearing Conservation program outlining requirements to protect employees' hearing is required.

Hearing Conservation Training: Annual

All employees who have at least an 85-decibel average noise exposure level for an 8-hour day – which generally includes those operating noisy equipment or machinery – need to be trained on methods for protecting their hearing.

IOSHA 1910.119 – Process Safety Management Standard

A written Process Safety Management Plan must be created to identify methods for protecting employees who handle extremely hazardous chemicals such as chlorine and ammonia.

IOSHA 1910.132 – Personal Protective Equipment (PPE) Standard

A written “hazard assessment” of all workplace hazards must be done to identify the appropriate personal protective equipment needed for affected employees.

Personal Protective Equipment Training

All employees who need to wear PPE to protect themselves from workplace hazards must be trained. Training must establish employee efficiency with the equipment and procedures.

IOSHA 1910.134 – Respiratory Protection Standard

A written Respiratory Protection Program must identify storage, selection, cleaning, inspection, and fit-testing of respirators to protect employees from respiratory hazards in the workplace.

Respiratory Protection Training

All employees who wear a respirator must be trained on methods for protection from respiratory hazards, including how to wear, use, clean, and store the equipment.

IOSHA 1910.146 – Confined Space Entry Standard

A written Confined Space Entry Program is required to control employee exposures while working in confined spaces.

IOSHA 1910.147 – Lockout / Tag-out Standard

A written Energy Control Program is required, including machine-specific procedures, to prevent employee injury.

Lockout / Tag-out Training: Annual

All employees authorized to work on machines, motors, pumps, or other equipment, especially electricians, plumbers, and other maintenance personnel, must be trained annually on controlling the hazardous energy sources of these machines. Training must establish employee proficiency with equipment and procedures. All authorized personnel must be certified annually in writing that they know how to adequately lock out and/or tag a piece of equipment or machinery.

IOSHA 1910.179 – Overhead Cranes, Hoists, Slings Standard and Training

Employees who use chains, slings, hoists, cranes, and other lifting mechanisms must be trained on the requirements for use, storage, and inspection of these devices.

IOSHA 1910.1030 – Bloodborne Pathogens Standard

A written Exposure Control Program is required for identifying those individuals with potential exposure to bloodborne pathogens and the work tasks creating increased exposure during work activities.

Bloodborne Pathogens Training: Annual

All employees, especially supervisors, custodians, and emergency response teams, who respond and render first-aid to injured employees, must be trained annually on controlling exposure to bloodborne pathogens.

IOSHA 1910.1200 – Hazard Communication Standard

A written hazard communication plan, which provides all employees with adequate information and appropriate training on all hazardous chemicals used in the facility and their hazards, is required. A list of all Material Safety Data Sheets (MSDS) on all hazardous chemicals used in the facility must be included.

IOSHA 1910.1450 –

Occupational Exposure to Hazardous Chemicals in Laboratories Standard

A written Chemical Hygiene Plan is required for all laboratories using hazardous chemicals in their processes.

IOSHA 1926.350-354 – Welding and Cutting Standard and Training

Training must be provided on gas welding and cutting, arc welding and cutting, fire protection, ventilation and protection, among other topics.

IOSHA 1926.450-454 and 1926.1050-1060 –

Scaffold, Stairway, and Ladder Standards and Training

Training must be provided for employees who perform work while on a scaffold or ladder, including electrical hazards, fall hazards, load capacities, and falling object hazards, among other topics.

IOSHA 1926.501-503 – Fall Protection Standards and Training

Employees exposed to potential falls greater than 6 feet must be trained to prevent falls using fall protection equipment such as harnesses, lanyards, guardrails, rope grabs, or positioning devices.

IOSHA 1926.650-652 – Excavation Work Standards and Training

Training must be provided to workers in occupations where excavation is a component, including requirements for protective systems, among other topics.

OSHA/IOSHA Publications on Standards and Training

Many safety, health, and risk management publications related to work-based learning experiences are available from the Iowa Occupational Safety and Health Administration (IOSHA) Consultation and Education Division of the Iowa Division of Labor Services. Use them as guides to help assess risks to student-learners at potential training stations. Use them also in working with local employers to implement safety and health programs and training that can improve conditions at their worksites, enabling them to become valued training stations for the work-based learning program. Contact:

Iowa Division of Labor Services
OSHA Consultation and Education
1000 East Grand Avenue
Des Moines, Iowa 50319-0209

Consultation: 515-281-7629
Education: 515-281-0202
Fax: 515-281-5522
www.state.ia.us/iwd/labor/index.html

The Iowa Division of Labor Services no longer provides free copies of the *Iowa Occupational Safety and Health Standards* for General Industry and Construction. Several businesses sell copies of the federal OSHA standards, which are appropriate to Iowa employers. Iowa usually adopts federal standards, although Iowa does have an additional requirement under the Hazard Communication Standard 1910.1200. Standards are available on the Web at <<http://www.osha.gov>>

Printed copies of documents can be ordered from the following services:

American Safety, Inc.
317 West Fourth Street
Davenport, IA 52801-1204
563-322-4942 voice
800-896-8867 toll-free
888-398-6245 fax

US Government Bookstore
Reuss Federal Plaza, Suite 150W
310 W Wisconsin Avenue
Milwaukee, WI
414-297-1304

Superintendent of Documents
Washington, DC
202-512-1716

For More Information...

Remember, these lists provide only a sampling of workplace regulations and resources designed to protect both employers and workers. Employers and employees are required to stay current and must keep themselves informed. Teacher-coordinators and others involved in work-based learning activities must be part of the cooperative team whose efforts are focused on increased safety and health for all workers. More information specific to the situations and concerns of each employer can be found at the following Web sites:

United States Department of Labor
Occupational Safety and Health Administration
<<http://www.osha.gov>>

United States Department of Labor
<<http://www.dol.gov>>

Iowa Division of Labor Services
Iowa Occupational Safety and Health Administration
<<http://www.state.ia.us/iwd/labor/index.html>>

Additional resources can be found in the final section of this Guide.

Sample Safety Policy and Responsibilities

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Safety is Good Business

As part of sound business practice and a commitment to a safe and healthy workplace for all employees, every employer – especially those involved in providing work-based learning experiences for students – should have or develop a written Safety Policy Statement that is shared with all employees, including staff, supervisors, managers, and administrators. Because schools are also employers and are leading the way in promoting safety and health for work-based learning program participants, they should have written safety policies and a commitment to safe practices as well.

Use the following sample statements as guides when developing or revising workplace safety policy statements and when assigning responsibility for safety on the job. Written manuals and on-going training programs are two good ways of defining and communicating the safety policies of a business or school to its employees, including student-learners.

Sample: Brief Safety Policy Statement

While no policy can guarantee an accident-free workplace, following our safety policies will significantly reduce the risk of injury to you and your co-workers. To be successful, such a program must embody proper attitudes on the part of supervisors and employees toward the prevention of injury and illness. Promoting safe and healthy working conditions requires everyone's cooperation. Only through our joint efforts can we establish and maintain an effective safety and health program.

The information contained in this manual establishes our safety policy. Employees are to become familiar with the entire policy and adhere to it whenever performing company business.

Sample: Extended Safety Policy Statement

Our company is concerned about your safety. We want every employee to work without injury or illness. The cooperation of employees and management in observing our policies and established responsibilities will provide safe and healthy working conditions for all.

Safety and efficient operation go hand-in-hand. Regardless of assignment, jobs will only be considered efficiently completed when done without employee injury. Accident prevention, quality assurance, and outstanding service all use the same methods. Accidents that result in personal injury or property damage represent needless waste. We provide the tools,

equipment, and people to do the job – creating quality products at minimum cost. As an employer, we are responsible for safety and health; employees can assist our achievement of a safe and healthy workplace.

In support of this policy, management will:

- Make every effort to comply with applicable federal and state laws and mandated safety and health requirements.
- Establish safe work procedures and provide necessary personal protective equipment and safety and health training.
- Provide funding for appropriate safety and health training.
- Involve employees in the safety and health program through a safety committee and support of their efforts.
- Investigate and evaluate all accidents to identify corrective opportunities and recommend appropriate action to prevent recurrence.
- Conduct periodic (at least monthly) safety inspections of all facilities to identify unsafe conditions and risky behaviors.
- Expect employees to observe all safety and health procedures and comply with established safety and health responsibilities outlined in this policy.

Sample: Assignment of Safety Responsibilities

EMPLOYEES are expected to follow safe procedures and take an active part in protecting themselves and their fellow employees, regardless of their position in the organization. As an employee, you have a personal responsibility to:

- Read the OSHA poster at the job site.
- Comply with all applicable OSHA standards.
- Follow all employer safety and health rules and regulations. Wear or use prescribed personal protective equipment while engaged in work. Ask your supervisor for clarification when needed. Employees who ignore or violate these procedures may be subject to disciplinary action.
- Report any job-related injury or illness immediately to your supervisor; seek treatment promptly.
- Report all hazardous conditions, practices, and behaviors in the workplace to your supervisor and make recommendations for correction.
- Cooperate with the OSHA compliance officer conducting investigations when inquiring about safety and health conditions in the workplace.
- Exercise employee rights under the OSH Act.
- Use all provided safety equipment properly. Do not abuse or destroy it or other equipment and tools in the workplace.

SUPERVISORS will actively support this policy as an example to those responsible to them. Supervisors are directly responsible for employee safety and health and for developing and maintaining a safe and healthy work environment. As a supervisor, your personal responsibility is to:

- Ensure employees follow all established safety and health procedures and practices. Provide counseling and administer disciplinary action when appropriate.
- Provide on-going employee training on safe and healthy work practices and procedures, and provide positive reinforcement for safe and healthy behaviors you observe.
- Investigate all injuries and accidents to identify causes. Submit recommendations for preventing recurrence.

Employee Rights Under IOSHA

Under the Iowa Occupational Safety and Health Act, employees have certain rights. Employees have the right to seek safety and health on the job without fear of punishment. Employees have the right to:

- Review copies of appropriate IOSHA standards, rules, regulations, and requirements that the employer should have available in the workplace.
- Request information from the employer on safety and health hazards in the area, on precautions that may be taken, and on procedures to be followed if an employee is involved in an accident or is exposed to toxic substances.
- Receive adequate training and information on workplace safety and health hazards.
- Request that IOSHA investigate if hazardous conditions or violations of standards exist in the workplace.
- Have an authorized employee representative accompany the IOSHA compliance officer during the inspection tour.
- Respond to questions from the IOSHA compliance officer, particularly if there is no authorized employee representative accompanying the compliance officer on the inspection “walkaround.”
- Observe any monitoring or measuring of hazardous materials and see the resulting records, as specified under the IOSH Act, and as required by IOSHA standards.
- Have an authorized representative, or themselves, review the Log and Summary of Occupational Injuries (OSHA No. 300) at a reasonable time and in a reasonable manner.
- Object to the abatement period set by IOSHA for correcting any violation in the citation issued to the employer by writing to IOSHA within 15 working days from the date the employer receives the citation.
- Submit a written request to the National Institute for Occupational Safety and Health (NIOSH) for information on whether any substance in the workplace has potentially toxic effects in the concentration being used, and have their names withheld from the employer, if so requested. (See the Reference Section of this Guide for NIOSH contact information and phone numbers.)
- Be notified by the employer if the employer applies for a variance from an IOSHA standard, and testify at a variance hearing, and appeal the final decision.
- Have their names withheld from the employer, upon request to IOSHA, if a written and signed complaint is filed.

All safety and health policies should be communicated to everyone and applied consistently to every workstation, job, and employee, including student-learners.

Sample Safety Rules for Student-Learners

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Safety Is Everyone's Job

Teacher-coordinators of work-based learning programs should make every effort to ensure that student workers are protected from accidents, injuries, or occupational illnesses or diseases while on the job. Information, such as this Guide, can help schools and participating employers cooperate to create safe, efficient, and effective plans for the health and safety of all employees, including student-learners.

School personnel and employers should work together in evaluating all business operations. When ways to minimize accidents and injuries are identified, employees and student-learners can be continually conscious of safety and health issues as they perform their jobs. When injuries occur, prompt action must be taken to provide adequate treatment.

Sample Safety Rules for All Student-Learners

- All employees must follow our safe practices and procedures. Employees should report all unsafe conditions and practices to their immediate supervisor.
- The supervisor is responsible for implementing all safety policies and for ensuring that employees observe and obey all rules and regulations necessary to maintain safe and healthy work places, work habits, and work practices.
- Good housekeeping must be practiced at all times in the work area. Clean up all waste and eliminate any dangers in the work area.
- Suitable personal protective equipment must be worn whenever needed.
- Anyone under the influence of intoxicating liquor or drugs, including prescription drugs that might impair motor skills and judgment, will not be allowed to work.
- Horseplay, scuffling, or other acts which may have an adverse influence on the safety and health of any employees, including student-learners, are prohibited.
- Work must be well planned and supervised to avoid injuries in the handling of heavy materials and the use of workstation equipment.
- No one will be permitted to work while their ability or alertness is so impaired by fatigue, illness, or other causes that it might expose them or others to injury.
- All machine guards and other protective devices are to be kept in place, properly adjusted, and maintained.
- Employees shall not handle or tamper with any electrical equipment or machinery unless they have received specific instructions.
- Each day, before beginning work, all employees should inspect their work area for any dangerous conditions and inform the supervisor of any hazards.

No matter what policies are in place, all information should be shared with everyone, including student-learners, and policies should be applied consistently to every workstation, job, and employee.

Brief Overview of Selected Safety and Health Topics

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Many workplace conditions, practices, and activities require specific procedures and/or specific responses to assure safety and health in the workplace for all employees, including student-learners. Because safety affects everyone in the workplace, teacher-coordinators should be aware of safety and health regulations, and student-learners should receive the same training and safety/health information as other employees.

NOTE

This section of the Guide provides a very brief overview – in alphabetical order, not in order of importance – of several major health-and-safety-related workplace situations, tools, processes, and issues. ***This list is neither comprehensive nor exhaustive.*** When possible, appropriate OSHA or IOSHA materials are referenced, all of which are available through contact resources identified in the final section of this Guide.

Brief Overview of Selected Safety Topics

Accident Investigation and Injury Reporting – IOSHA 1904

All on-the-job illnesses and injuries should be reported to the supervisor as soon as possible. Fatalities must be reported within 8 hours. Call 877-2-IA-OSHA (877-242-6742). All injuries and illnesses should be investigated by the supervisor, who must complete and submit the required reporting forms, including the *OSHA 300 Log*, and the *Employer's First Report of Injury*. A satisfactory accident report will generally answer the following questions:

- What happened?
- Why did the incident/accident occur?
- What has been done? What did you do to ensure it won't happen again?
- What more should be done? What are the correctable opportunities? How do we keep it from recurring?

Compressors and Compressed Air – IOSHA 1910.169

All compressors must be equipped with pressure relief valves and must be tested on a monthly basis to ensure they work as intended.

Confined Spaces – IOSHA 1910.146

A written Confined Space Entry Program must be developed to identify and evaluate confined spaces, define conditions of entry, and ensure personnel are protected from confined space hazards. Such a program must include provisions to:

- Identify and control hazards
- Establish a written confined space entry procedure and permit
- Maintain a record of air monitoring of confined spaces
- Provide necessary personal protective equipment
- Establish emergency rescue procedures
- Provide employee training about the confined space entry program

Employers must ensure that only authorized persons are permitted into confined spaces. Confined spaces must be monitored before anyone enters. Air quality must be checked for oxygen deficiency and the presence of flammable vapors, gases, and toxic contaminants.

Electrical Safety and Work Practices – IOSHA 1910.301-399 and others

Unsafe work practices often contribute to electrically related accidents and injuries. The following guidelines will help protect employees and student-learners:

- Electrical tools or equipment must be grounded or double-insulated.
- Extension cords must have a grounding conductor.
- Exposed wiring and cords with frayed or deteriorated insulation must be repaired or replaced.
- Flexible cords and cables must be free of splices or tape.
- The use of metal ladders must be prohibited in areas where the ladder or the person using the ladder could come in contact with energized parts of equipment, fixtures, or conductors.
- All disconnecting switches and circuit breakers are to be labeled to indicate their use or equipment served.
- All energized parts of electrical circuits and equipment must be guarded by approved cabinets or enclosures against accidental contact.
- Sufficient access and working space must be provided and maintained around all electrical equipment.
- All unused openings in electrical enclosures and fittings, including conduit knock-outs, must be closed with appropriate covers, plugs, or plates.
- Electrical enclosures, such as switches, receptacles, and junction boxes, must be provided with tight-fitting covers or plates.

Emergency Action: Fire Protection Plans – IOSHA 1910.38

A written Fire Protection Plan should outline details on minimizing fire potential and should identify guidelines for handling and storing flammable and combustible liquids and gases. The local fire department should be invited into the business to become acquainted with the facility, its location, and specific hazards. Fire safety training should be provided to all employees, including student-workers. Local building codes and fire marshal rules must also be considered and addressed by appropriate policies.

Fire extinguishers must be mounted in accessible locations ready for use. All employees, including student-learners, must be trained on the use of fire extinguishers. Extinguishers must be fully charged, in working order, and inspected both monthly and annually.

All exits, including fire doors, must remain free of obstructions. They must be marked to identify their location and must not be locked while the facility is occupied. Fire door fusible links should be in place. A written Emergency Action Plan should outline what to do to evacuate the facility in case of emergency or for sheltering during severe weather.

All automatic sprinkler water control valves should be checked and automatic sprinkler systems should be tested and maintained monthly. Clearance of at least 18 inches should be maintained below sprinkler heads.

Environmental Quality – Check with IOSHA: many standards apply

All employees are entitled to work in environments that are safe and free of health hazards. Obviously, many business operations may use potentially dangerous materials or processes which can affect environmental quality. Employers must provide appropriate protections and safe and healthy work environments for employees, including personal protective equipment, adequate exhaust systems, periodic inspections, established exposure limits, and safety and health training.

Limits must be established and not exceeded for fumes from chemical interactions, painting processes, welding, cutting torches, brazing, exhaust from forklifts or other vehicles used within closed buildings, and other processes or equipment specific to each business operation.

Water provided throughout the facility should be clearly identified as to whether it is for drinking, washing, or cooking. All rest rooms should be kept clean and sanitary.

Flammables / Combustibles – IOSHA 1910.101-111

Where flammable liquids are used, employees and student-learners must be trained in safe storage and handling procedures, ways to avoid spills, proper use of bonding and grounding, use of approved flammable liquid storage containers, and safe housekeeping practices.

Only approved containers with self-closing lids and flash arrestors are to be used for storing flammable liquids.

All flammable and combustible liquids, such as gasoline, kerosene, and the like, must be returned to proper storage cabinets or rooms at the end of the working day or when use of the product is finished.

Hazardous Chemical Exposure – IOSHA 1910.1200

All employees, including student-learners, should be screened before taking positions that may expose them to hazards they are not physically capable of handling.

Many materials used in the operation of a business are hazardous because of their specific and unique properties. Some may be explosive, corrosive, flammable, or toxic; they may have properties that combine these hazards. Even chemicals that may seem relatively harmless by themselves can become dangerous when they interact with other substances, whether through planned or accidental contact.

To avoid injury and/or property damage, student-learners – and all employees – who handle chemicals in any area of the workplace must be trained to understand the hazardous properties of these chemicals. They must also know the acceptable level of exposure to each chemical, what safety systems must be in place when working with the chemical, and the first-aid procedures to apply to victims of chemical exposure. Before using a specific chemical, safe-handling methods must always be reviewed. Supervisors are responsible for ensuring that the equipment needed to work safely with such chemicals is provided. Material Safety Data Sheets (MSDS), identifying the chemical, symptoms of exposure, and effects, must also be provided for each chemical used in the workplace.

If a company uses hazardous chemical substances in its operations, a training program should be implemented and provided to employees and any student-learners. Training should include proper storage and labeling of chemicals, use of protective clothing and equipment, handling of chemicals, potential fire and toxicity hazards, when *not* to have a chemical in a confined space, how to store chemicals in closed containers, and the use of eye wash stations and safety showers.

The following general safety precautions should be observed when working with chemicals:

- Keep the work area clean and orderly.
- Use the necessary safety equipment.
- Carefully label every container with the identity of its contents and appropriate hazard warnings.
- Store incompatible chemicals in separate areas.
- Substitute less toxic materials whenever possible.
- Limit the volume of volatile or flammable material to the minimum needed for short operation periods.
- Provide means of containing the material if equipment or containers should break or spill their contents.
- Obtain and read all appropriate Material Safety Data Sheets (MSDS).

Hoists / Related Mechanical Lifting Equipment – IOSHA 1910.176-184 and others

Only employees who have been trained in the proper use of hoists should be allowed to operate them. Operators must avoid carrying loads above people and provisions should be made in workplace layout and workflow to keep pedestrian and vehicle traffic out from under the hoist travel path.

Every overhead electrical hoist must be equipped with a limit device to stop the hook travel at its highest and lowest points of safe travel. Stops must be provided at the safe limits of travel for trolley hoists. Check these limits without a load to ensure the device is working correctly. Hoist controls should be plainly marked to indicate direction of travel or motion. Rated loads of each hoist must be legibly marked and visible to the operator.

Hoists with safety latches, lanyards, or other safety devices must be used when lifting materials to ensure that slings or load attachments won't accidentally slip off. All chains, ropes, or slings must be free of kinks or twists and inspected monthly and annually.

Every cage-controlled hoist must be equipped with an effective warning device. Close-fitting guards or other suitable devices must be installed on hoists to ensure that hoist ropes will remain in the sheave grooves. All nip points or contact points between hoist ropes and sheaves which are permanently located within 7 feet of the floor, ground, or working platform must be guarded.

Housekeeping – IOSHA 1926.25 and 1910.141

Work sites must be clean and orderly. Work surfaces must be kept dry, or appropriate measures must be taken to assure that surfaces are slip-resistant. Spills must be cleaned up immediately. Paint spray booths, dip tanks, and general paint areas must be cleaned regularly.

Oily and paint-soaked rags are combustible and must be discarded in metal containers with metal lids. All combustible scrap, debris, and waste must be stored safely and disposed of promptly. Waste containers should have lids.

Information Posting

Federal and state laws require businesses to post certain employment-related information in a conspicuous place where employees gather, such as a bulletin board in a break room or cafeteria. All employees must have free access to this information.

Postings required in Iowa include:

- Unemployment Insurance
- OSHA Injuries and Illnesses Log and Summary (posted annually in February; required of employers in high-rate industries having more than 10 workers)
- Safety & Health Protection on the Job (IOSHA)
- Your Rights Under Iowa's Minimum Wage
- Equal Employment Opportunity is the Law

Postings required by the federal government include:

- Employee Polygraph Protection Act (Form WH-1462)
- Family & Medical Leave Act
- Notice to Employees—Federal Minimum Wage
- Equal Employment Opportunity is the Law
- Safety and Health Protection on the Job (OSHA)

Ladders – IOSHA 1910.1050-1060 and others

Ladders must be kept in good working condition, made of suitable material, of proper length, of the correct type for the use intended, and checked each time before use. Do not use ladders with broken or missing steps, rungs, or cleats, broken side rails, or other faults. Ladder rungs and steps must be free of grease and oil. Non-slip safety feet must be provided on extension ladders. Move up and down a ladder by facing it and grasping the side rails with both hands.

Ladders used near electrical equipment must be made of a non-conducting material. Stored ladders must be easily accessible for inspection and service, kept out of the weather and away from excessive heat, and well supported when stored horizontally.

A portable ladder must not be used in a horizontal position as a platform, walkway, or to hold more than one person at a time. A portable ladder must not be placed in front of doors that open toward the ladder, or on boxes, barrels, or other unstable bases.

The height of a stepladder should be sufficient to reach the workstation without using the top or next-to-the-top steps. The proper angle for a portable extension ladder is found by placing the base of the ladder a distance from the wall equal to one-quarter of the vertical distance from the base of the ladder to the top of its resting point.

Lockout / Tag-out Procedures – IOSHA 1910.147

All machinery or equipment must be de-energized or disengaged and access to such machines must be locked out during cleaning, servicing, maintenance, adjusting, or set-up operations. Written machine-specific procedures must identify all critical steps for controlling hazardous energy sources. Before working on machines or equipment, any stored energy must be dissipated.

Through the use of a lock and tag, which may only be removed by the person placing the lock and tag, verification must be made that all hazardous energy has been removed and controlled. Only trained employees should be authorized to lock out equipment. Every year, each authorized employee must re-certify by demonstrating continued understanding of lockout procedures. *All* employees must have annual training or retraining in lockout/tag-out procedures.

Machine Guarding – IOSHA 1910.212 and others

Before operating any machine, employees – including student-learners – must be trained on safe methods of machine operation. Supervisors must provide instruction on methods available to protect operators and others in the area from hazards such as nip points, rotating parts, flying chips, and sparks. Supervisors must ensure that student-learners follow safe machine operating procedures at all times.

Machinery and equipment must be kept clean and properly maintained, and a regular program of safety inspection for all machinery and equipment must be in place. If machinery is cleaned with compressed air, the air must be pressure-controlled. Personal protective equipment or other safeguards must be used to protect operators and other workers from bodily injury.

Adequate clearance must be provided around and between machines to allow for safe operation, set-up, servicing, material handling, and waste removal. All manually operated valves and switches that control machine operation must be clearly identified and readily accessible.

All equipment and machinery must be securely placed and anchored, where necessary, to prevent tipping or other movement that could result in personal injury or property damage. Machines must be constructed to be free from excessive vibration when run at full speed. A power shut-off switch must be provided within reach of the operator's position at each machine. Electrical power must be capable of being locked out for servicing, maintenance, and repair. Emergency stop buttons must be provided and operational. Foot-operated switches must be guarded and/or arranged to prevent accidental start-up by people or falling objects. A protective mechanism must be installed to prevent machines from automatically starting when power is restored after a power failure or shutdown.

All pulleys, belts, moving chains, gears, pinch points, and other potential sources of hazard must be properly guarded. Machine guards must be secure and arranged so they do not present a hazard. All special tools used for placing and removing material must protect the operator from injury at the point of operation. When operated within 7 feet of the floor, all fan blades must be protected by a guard with openings no larger than one-half inch. Saws used for ripping must be equipped with anti-kickback devices and spreaders. All radial arm saws must be arranged so the cutting head will gently return to the back of the table when released.

Material Handling / Manual Lifting or Carrying (Ergonomics) –

Check with IOSHA: many standards may apply

Nearly every operation or work assignment begins and ends with handling of materials. Because such tasks are common and make up the greater part of daily activities, they offer more potential sources for accidents, injuries, and property damage. To reduce the dangers, these common activities demand the same degree of diligence in safety planning and practice as do unusual hazards.

Although powered industrial trucks, forklifts, or other mechanical lifting devices may be used for exceedingly heavy loads, whenever heavy manual lifting is required, all employees must be properly trained.

BEFORE manually lifting a load:

- Inspect the load for sharp edges, slivers, and wet or greasy spots.
- Inspect the route over which the load will be carried to ensure the entire path is visible to the person carrying the load and that it is clear of obstructions or spills that could cause tripping or slipping.
- Consider the distance the load is to be carried and recognize that grip strength will weaken over long distances.
- Wear gloves when lifting or handling objects with sharp or splintered edges. Gloves must be free of oil, grease, or other agents that may cause a poor grip.
- Size up the load and make a preliminary “heft” to be sure it is easily within your lifting capacity. If not, get help.
- Always get help when lifting or moving heavy materials or equipment.
- Two people carrying a long piece of pipe or lumber should carry it on the same shoulder and walk in step.

For manual lifting and carrying:

- Establish solid footing by placing feet 10-15 inches apart and one foot slightly ahead of the other.
- Always lift, push, or pull in the direction of strength.
- Tighten stomach muscles when lifting. Don’t hold your breath.
- Assume a bent-knee or squatting position. Keep a straight back and your head up. Grasp the object firmly and lift by straightening knees, not by bending your back.
- Carry the load close to your body, not on extended arms. To turn or change position, shift your feet; don’t twist your back.

Noise – IOSHA 1910.95

Adequate hearing protection equipment must be available to all employees working in areas where continuous noise levels exceed 85 decibels. To be effective, hearing protection devices must be properly fitted and employees must be instructed in their use and care.

Personal Protective Equipment (PPE) – IOSHA 1910.132

Employees must wear clothing that is appropriate to the workplace and job, and they must be made aware of dangers posed by personal items like jewelry. In addition to appropriate personal attire, employees must be supplied with the proper safety equipment and clothing needed for protection on the job.

- Safety goggles, glasses, and face shields must correspond to the degree of hazard, such as chemical spills, corrosive materials, welding flashes, impacts from flying objects or particles, dust, punctures, contusions, or burns. Protective eyewear should not be altered or replaced without the supervisor's permission.
- Rubber gloves and rubber aprons must be worn when working with acids, caustics, or other corrosive materials and substances.
- Protective gloves, aprons, shields, and other means must be provided in areas where injuries could occur from cuts, corrosive liquids, and/or harmful chemicals, especially when cleaning up toxic or hazardous materials.
- Appropriate footwear, including steel-toed shoes, must be worn in areas where injuries may occur from hot, corrosive, or poisonous substances; falling objects; crushing; or penetrating materials.
- When necessary, employees must use NIOSH-approved respirators.
- Hard hats must be worn in areas where objects may fall and at all times while on construction sites.
- Jewelry cannot be worn around powered equipment.
- Hearing protection, including muffs or plugs, must be worn when working within any area where noise levels average above 85 decibels for 8-hour periods of time.
- All safety equipment must be maintained in sanitary condition and ready for use. Employees are to report any defective equipment immediately to the employer.

Powered Industrial Trucks (PIT) / Forklifts – IOSHA 1910.178

Forklifts or other powered industrial trucks are to be used whenever possible to lighten loads and avoid heavy manual lifting. Before using a forklift or PIT, be sure to inspect it for correct operation of all systems and controls. When using forklifts or other powered industrial trucks, remember:

- Only trained personnel are allowed to operate industrial trucks. Lift truck operating rules are to be posted and strictly enforced.
- Inspect all pallets before loading or moving.
- Forklifts must be maintained in safe operating condition. Check that brakes on each industrial truck can bring the vehicle to a safe and complete stop when fully loaded. The parking brake must prevent the vehicle from moving when unattended.
- Each industrial truck must have a horn which can be clearly heard above the normal noise in the area where it is operated.
- Substantial overhead protective equipment must be provided on high-lift rider equipment.
- Aisles and doorways must be designated, permanently marked, and kept clear to provide safe passage for all equipment, including industrial trucks.

- All vehicles should be shut off and brakes must be set before loading or unloading.
- When using a forklift to load or unload tractor-trailers and other cargo trucks, make sure the trailers or cargo trucks are secured against movement.

Smoking

Students under 18 years of age are not permitted to smoke. Any other employee smoking allowed by the business must be restricted to areas safely away from flammable and combustible materials that have adequate exhaust ventilation to minimize second-hand smoke exposure to employees.

Tools, Hand and Portable – IOSHA 1910.241-244, 1926.300-307, and others

All employees must be instructed on the proper use and care of the tools and equipment required by their work assignments. Faulty or improperly used hand/portable tools are a safety hazard and must be checked often for wear or defects.

Small hand tools such as chisels or punches develop “mushroom” heads during use and must be reconditioned or replaced when necessary.

Tool handles must be wedged tightly. Broken or fractured handles on hammers, axes, and similar equipment must be replaced promptly. Appropriate handles must be used on files and similar tools.

Worn or bent wrenches must be replaced regularly. Cutting edges should be kept sharp enough so tools will move smoothly without binding or skipping. When not in use, all tools should be stored in a dry, secure location.

Power tools, including grinders, saws, and similar equipment, must not be used without the correct shield, guard, or attachment recommended by the manufacturer. The work-rest on a grinder should be kept adjusted to within 1/8-inch of the wheel. The adjustable tongue on top of the grinder should be kept adjusted to within 1/4-inch of the wheel. Portable circular saws must be equipped with guards above and below the base shoe. Circular saw guards should be checked before each use and periodically throughout the use period to assure they are not wedged up and leaving the lower portion of the blade unguarded.

Transporting (Driving) Students and Materials – Check with IOSHA: many standards may apply

Public Law 105-334 amends the FLSA requirements to modify Hazardous Occupation Order 2 dealing with student transportation, and sets the minimum age at 17 for any on-the-job driving on public roadways. For employment subject to the FLSA, no employees under 17 years of age may drive on public roadways as part of their job. For farm jobs, minors may drive on the farm but not on a public roadway. Iowa laws affecting drivers

are not as restrictive as federal laws, but children under 16 may not be employed in occupations that require driving or transporting students or materials.

Under certain conditions, seventeen- and eighteen-year-olds may drive on public roadways as part of their employment **only if all** the following *federal* requirements are met:

- Driving is limited to daylight hours;
- A state license, valid for the type of driving involved in the job, is held;
- A state-approved driver education course has been successfully completed and the student has no record of moving violations at the time of hire;
- Vehicles are equipped with seat belts for the driver and passengers, and employers have directed each person that seat belts must be used at all times;
- Vehicles do not exceed 6,000 pounds gross vehicle weight;
- Such driving may be only occasional and incidental to employment (no more than 20 percent of work-time in any workday, no more than 5 percent of work-time in any work week, or four times in a calendar month), and may not involve towing vehicles; route deliveries or route sales; transportation-for-hire of property, goods, or passengers; urgent, time-sensitive deliveries; transporting more than three passengers, including employees; driving beyond a 30-mile radius from the place of employment; or more than two trips away from the primary place of employment in any single day to transport passengers other than employees.

If vehicles are used during the workday, follow these guidelines:

- Passenger safety is paramount. Seat belts and shoulder harnesses must be worn at all times. Trucks or large vehicles transporting groups must have devices to prevent falling from the vehicle while it is in motion, and they must be equipped with handrails and steps placed so employees can safely get on/off and in/out.
- All employees, including student-learners, must have a valid operator's license for the classification of vehicle being driven, and they must be certified or trained in its operation.
- Vehicles should be in good working condition, inspected on a regular basis and equipped with lamps, brakes, horns, mirrors, windshields, and turn signals that are in good working order.
- Lock vehicles when unattended.
- Follow all speed limits.
- Park in legal spaces and do not obstruct traffic.
- Practice defensive driving.
- When carrying cutting tools with sharp edges in the passenger compartment, place them in closed boxes or secured containers.

Still valid is an Iowa Department of Education memo from 1990, which addressed the question of driver/vehicle requirements for schools and AEAs transporting special education students to "activities." Excerpts from that memo are provided below.

The question of whether the vehicle used to transport students to [community-based training activities, integration activities with non-disabled peers, and work experiences (either paid or non-paid)] is considered a "school bus" and, therefore, requiring a fully certified school bus

driver, is addressed in the definitions Section 321.1 (27) of the [Iowa] Code and is defined as follows:

“School Bus means every vehicle operated for the transportation of children to or from school, except vehicles which are: (a) Privately owned and not operated for compensation, (b) Used exclusively in the transportation of the children in the immediate family of the driver, (c) Operated by a municipally or privately owned urban transit company for the transportation of children as a part of or in addition to their regularly scheduled service, or (d) Designed to carry not more than nine persons as passengers, either school owned or privately owned, which are used to transport pupils to activity events in which the pupils are participants or used to transport pupils to their homes in case of illness or other emergency situations. The vehicles operated under the provisions of paragraph “d” of this section shall be operated by employees of the school district who are specifically approved by the local superintendent of schools for the assignment.”

Of particular interest, and most often applicable to schools and school employees is “exception (d)” of the definition. Please note that a vehicle which has been manufactured to carry not more than 9 persons as passengers (including the driver) and used to transport pupils to “activity” events in which pupils are participants, is not considered to be a school bus. Therefore, the driver of this vehicle is not required to be licensed as a school bus driver, i.e., to obtain a chauffeur’s license and school bus operator’s permit.

“Activity,” relating to special education programs, is interpreted by the department to include:

1. Community-Based Training Activities including domestic living, recreation-leisure, community mobility, and career-related work experiences in Iowa communities.
2. Integration Activities with non-disabled peers during and after school hours.
3. Work Experiences including paid or non-paid job experiences for the purpose of exploration, work experience, or specific skill training.

It should be carefully noted that transporting these students home-to-school and back on a regular route basis, however, does fall under the definition of a school bus and both the vehicle and driver must conform to statutory and administrative regulations.

If you have questions as to whether a particular special education program event qualifies as an “activity,” contact the Division of Community Health (515-281-5635) or the Bureau of Career and Technical Education (515-281-5265).

Walkways – IOSHA 1910.21-30

All aisles and passageways should be distinctly marked and kept clear of obstructions. Equipment should be stored so it does not protrude into passageways or aisles. Whenever possible, separate aisles should be designated for walking and for powered vehicles. Caution signs should be posted when separate aisles are not available.

Spills that occur in walkways or vehicle passageways should be cleaned up immediately, and a caution sign should be placed on all wet or drying surfaces.

Changes in elevation should be clearly marked.

Welding, Cutting, and Brazing – IOSHA 1910.255

Only authorized and trained personnel are permitted to use welding, cutting, or brazing equipment. Welding electrodes must be removed from holders when not in use. All electric power to the welder must be shut off when unattended. All connecting cables must have adequate insulation.

Hoses are identified red for acetylene, green for oxygen, and black for inert gas and air.

Guidelines for using compressed gas cylinders include:

- Examine each cylinder for obvious signs of defect before use.
- Keep cylinders secured so they cannot be tipped or knocked over.
- Keep cylinders away from sources of heat.
- Never open cylinder valves near sources of ignition.
- Keep cylinders, valves, couplings, regulators, hoses, and other apparatus free of oily or greasy substances.
- Be sure all cylinders without fixed hand-wheels have keys, handles, or non-adjustable wrenches on stem valves when in service.
- Mark all empty cylinders appropriately, close the valves, and install valve-protection caps.
- Use pressure-reducing regulators only for the gas and the pressures for which they are intended.
- Before removing a regulator, close the valve and release the gas.
- Before moving cylinders that are not secured on special trucks, remove all regulators and install valve-protection caps.

Workplace Inspections and Inspection Checklists

Workplace safety and health depends on observation. All supervisors and employees are responsible for inspecting their work areas for hazardous conditions on a daily basis.

Inspections should include tools, workstations or workspaces, floors, walking and working surfaces, vehicles, and any special equipment. Any hazards found must be corrected before work begins. In addition, a facility safety inspection should be performed monthly, at minimum, and the findings should be documented on a *Safety Inspection Checklist*. At minimum, the following items should be inspected:

- Fire extinguishers
- Chain hoists
- Cranes
- Hand tools
- Safety relief valves on pressure vessels
- Ladders
- Electrical cords
- Eye wash and shower stations
- Exits

Modify the following *Sample Safety Inspection Checklist* for your particular operation.

Sample Safety Inspection Checklist

EMPLOYER POSTING

OSHA poster displayed?	Y	N
Emergency telephone numbers displayed?	Y	N

RECORD KEEPING

OSHA 300 logs kept up to date?	Y	N
Summary posted in February?	Y	N

MEDICAL

Medical records filed separately?	Y	N
First aid kits, gloves available?	Y	N

FIRE PROTECTION

Fire extinguishers inspected monthly?	Y	N
Mounted? Accessible?	Y	N
Charged? Tagged?	Y	N
18" Sprinkler clearance maintained?	Y	N
Fire alarm system operational?	Y	N
Fire doors blocked?	Y	N

FLAMMABLES / COMBUSTIBLES

Stored adequately?	Y	N
Labeled?	Y	N
In approved containers?	Y	N
Bonded? Grounded?	Y	N
Oily rags stored in metal containers?	Y	N

HOUSEKEEPING

Materials cleaned up?	Y	N
Aisles designated and clear?	Y	N
Oil, chemicals, water cleaned up off floor?	Y	N
Adequate space between machines?	Y	N
Adequate storage?	Y	N
Paint filters, booth clean?	Y	N

PERSONAL PROTECTIVE EQUIPMENT

Being worn as required?	Y	N
Stored adequately?	Y	N
Cleaned? Maintained?	Y	N
Eye wash/showers inspected? Tested?	Y	N

COMMENTS:

MATERIAL HANDLING

Hooks provided with safety latches?	Y	N
Limit switches operational?	Y	N
Hoists inspected monthly?	Y	N
Rated load for hoists posted?	Y	N
Controls plainly marked?	Y	N
Slings, chains inspected? Tagged?	Y	N

EXITS

Accessible? Lighted? Marked?	Y	N
Exit doors unlocked?	Y	N

TOOLS

Acceptable condition?	Y	N
Stored adequately?	Y	N
Grinders guarded? Adjusted?	Y	N
Ladders inspected? Acceptable?	Y	N
Guarded? Grounded?	Y	N

MACHINES / EQUIPMENT

Guarded? Secured? Inspected?	Y	N
Lockout procedures used?	Y	N
Grounded?	Y	N
Pressure relief valves checked?	Y	N

WELDING, CUTTING, BRAZING

Flow check valves used?	Y	N
Oxygen/acetylene stored apart?	Y	N
Cylinders chained/secured?	Y	N
Hot-work permit used?	Y	N
Regulators closed after use?	Y	N
Acetylene used below 15 psi?	Y	N
Hoses/cables condition acceptable?	Y	N

ELECTRICAL

Grounded?	Y	N
Panels, breakers labeled?	Y	N
Temporary wiring protected?	Y	N
GFCIs provided around moisture?	Y	N
Insulation adequate? Condition OK?	Y	N

Inspector Name _____

Date of Inspection _____

Section C

Labor Laws and Legal Issues

Labor and Legal Issues: Overview

Work-based Learning Guide 2002

...A Place to Start...

Many rules and laws have a significant impact on the functioning of educational programs that use work-based learning components. The *Work-based Learning Guide 2002* is not intended to be an authoritative or comprehensive presentation of these laws. Instead, this section alerts educators and employers to areas where they may need to work together to take special action, obtain more information, or seek assistance from other individuals and agencies.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. However, it has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and by highlighting the relevance of education to goals in later life. The objective of protecting minors from workplace injuries remains as strong as ever, which means that additional legal obligations must be considered when providing work-based learning opportunities to students.

Educators, Employers, and Labor Law

Employers are required by law to maintain a healthy and safe working environment and to follow provisions of laws that govern employment. Educators can serve as a source of information for employers who may need to make changes in their workplace procedures in order to offer safe and effective work-based learning opportunities for students, since several special provisions apply to the employment of workers under the age of 18. As student advocates, educators have a professional responsibility to be familiar with those provisions and to do everything possible to provide for the safety and health of students enrolled in their programs. If an employer refuses to comply with regulations established by state or federal law, teacher-coordinators should terminate the relationship and find another training station.

Although federal and state regulations provide some exemptions for students involved in work-based learning programs, educators and employers must keep their programs and requirements for student participation within the bounds of the law. While employers who provide work-based learning opportunities must be aware of their legal obligations, compliance obligations for employers who participate in work-based learning programs are no greater than when hiring minors under other circumstances.

Constitutional Basis for Labor Law

Section Eight of the United States Constitution authorizes Congress to regulate interstate commerce. With this constitutional basis and a long history of judicial decisions, the Fair Labor Standards Act (FLSA) was enacted in 1938, establishing minimum wage, overtime pay, recordkeeping requirements, and child labor standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments.

Most states had enacted child labor laws before the 1938 passage of the FLSA, and many states continue to provide a higher level of protection to employees within a state than that identified by the FLSA. ***Where both state and federal labor standards have been enacted on an issue, the stricter standard must be observed.*** State laws, including those that affect compulsory schooling and child labor, also regulate wages and similar standards regarding the kind of work that may be performed by students. In Iowa, Chapter 92 of the Iowa Code governs child labor and identifies the requirements that must be met by employers and work-based learning programs that involve students under 18. When in doubt about specific laws affecting student employment, consult Iowa Code Chapter 92.

Workplace Learning vs. Employment Subject to FLSA

What kind of activity is considered a *workplace learning experience* and what is considered *employment* under current labor law?

Workplace or work-based learning is a learning experience for students at an employer's work site. Included are work experiences (both paid and unpaid), workplace mentoring, and broad instruction, to the extent practical, in all aspects of an industry. The workplace component must be a planned program of job training and work experience that progresses to higher and higher levels of competence, and it must coordinate what is learned in school with what is learned on the job. Instruction in general workplace competencies – such as developing positive work attitudes, employability skills, and participation skills – is part of the workplace learning component.

Workplace activities that do not involve the performance of work are not considered *employment* subject to the FLSA. Examples are career awareness and exploration, field trips to work sites, and job shadowing where students follow and observe employees in daily duties but perform no work.

Consider...

- Each problem or situation is unique and should be decided on an individual basis.
- Every individual is responsible for his/her own actions. Do not use the excuse that regulations are “someone else’s rules.”
- One cannot be held responsible for what one cannot predict. Time and circumstances are important elements in predicting actions. Circumstances play a critical role in determining negligence, where *negligence* means doing something that a reasonable and prudent person would not do under the circumstances or not

doing something that a reasonable and prudent person would do under the circumstances.

- One cannot sign away the rights of others.
- Be sure vehicles are adequately covered by insurance if they will be used for transporting students.
- Carefully scrutinize all workstations before placing students in employment situations. Check the safety and health record of each firm, including OSHA 300 logs and first reports of injury. Provide any needed safety instruction and provide proof that safety instruction has been given in the related-instruction classroom.
- Liabilities for students going to and from work are the same as for students going to and from school. Use a signed training agreement to provide proof that parents are aware that their children are in a cooperative education/work-based learning program and are driving to and from work.

Labor Laws Affecting Border Districts

In border districts, local schools are responsible for knowing about and complying with laws of surrounding states when placing students in work-based learning experiences outside Iowa. Information about labor laws in specific states bordering Iowa can be found at the following Web sites:

Illinois

Department of Labor – <http://www.state.il.us/idol>

Department of Employment Security – <http://www.ides.state.il.us/general/sites.htm>

Missouri

Department of Labor – <http://www.dolir.state.mo.us>

Nebraska

Department of Labor –

<http://www.dol.state.ne.us>

and

<http://www.dol.state.ne.us/nwd/center.cfm?PRICAT=4&SUBCAT=4Z>

Business Resources – <http://www.state.ne.us/business.html>

South Dakota

Department of Labor – <http://www.state.sd.us/dol/dlm/dlm-home.htm>

Minnesota

Department of Labor – <http://www.doli.state.mn.us>

Wisconsin

Department of Workforce Development –

http://www.dwd.state.wi.us/er/labor_standards_bureau.default.htm

Fair Labor Standards Act

Work-based Learning Guide 2002

The Fair Labor Standards Act (FLSA): An Overview

The FLSA, the federal labor law, regulates employment relationships in four areas: minimum wages, overtime, child labor, and equal pay. Because Congress' authority to create labor standards is based on its power to regulate commerce, the Act applies only where certain commerce tests are met.

Two questions must be answered to determine whether the FLSA applies:

- 1) Does an employment relationship exist?
- 2) Is the enterprise, business, or employee involved in interstate commerce?

Criteria 1. In general, where a person who is not an independent contractor performs work for an employer with the employer's knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment, and those criteria are discussed below.

Criteria 2. The commerce test may be satisfied on the basis of: 1) the size or nature of the enterprise/business; or 2) the nature of an employee's duties. Although an enterprise may not meet the commerce test, the FLSA still applies to employees of any business who are engaged in interstate commerce in the course of their work, such as interstate communication by mail or telephone, and interstate shipping or receiving of products. In effect, the FLSA reaches into almost all workplaces.

Work-based Learning and Employment Under the FLSA

Students in work-based learning programs may engage in a range of types and intensities of activity in the workplace – from gaining career awareness through job shadowing to learning occupational and employability skills by working in internships or youth apprenticeships.

A work-based learning experience:

- Is a planned program of job training and work experience that benefits students and is appropriate to their abilities. It may include training related to pre-employment and employment skills, similar to what would be offered at a vocational school, and is coordinated with the school-based component;
- Encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills;
- Is structured to expose students to all aspects of an industry, promoting development of broad, transferable skills; and

- Provides for real or simulated tasks or assignments, including actual operation of employer facilities and equipment, which push students to develop higher-order critical thinking and problem solving skills.

Work performed by students in work-based learning programs may be either

1) employment subject to the FLSA or 2) training that is not subject to the FLSA.

To be designated as training – and **not** covered by FLSA provisions requiring employer payment of wages to students enrolled in work-based learning experiences, **all four** of the following criteria must be met:

- Trainees/students do not displace regular employees, whether through lay-off, reduction in working hours, or reduced hiring. Students may work under close observation/supervision of regular employees;
- Employer does not receive immediate benefit from activities of trainees or students, and on occasion, employer operations may actually be impeded. Through the delivery of on-going instruction for students at the work-site, including close supervision by regular employees throughout the learning experience, any work that students perform is offset by the burden to the employer from the training and supervision provided;
- Trainees/students are not entitled to a job at the end of the learning experience, although employers may offer jobs to students who complete training; and
- Employer and trainees/students understand that trainees/students are not entitled to wages or other compensation for time spent in training, although a stipend for expenses may be offered. Stipends may not be substituted for wages and are generally limited to reimbursement for expenses such as books, tuition, or tools.

Schools and employers can best comply with federal law by establishing training plans and training agreements that identify learning activities, responsibilities of all parties, and expectations for the work-based learning experience, including appropriate coordination between school-based elements and work-based elements.

Iowa Code Chapter 92, the state child labor law, covers both paid and unpaid work, street occupations and migratory labor, permitted occupations and occupations not permitted for children under 18, group insurance provisions, penalties, work permits, and migrant labor permits, as well as permitted instruction and training.

To comply with federal labor laws when work-based learning experiences are established for training, and especially for training in certain hazardous occupations, program development must focus on the *student-learner*. Specific questions should be directed to a qualified attorney, the Iowa Division of Labor Services through their Web site <<http://www.state.ia.us/iwd/labor/index.html>>, and/or the United States Department of Labor Web site: <<http://www.usdol.gov/topic/youthlabor/index.htm>>. Phone numbers and other contact information can be found in the final section of this Guide.

FLSA and Hazardous Occupations

The FLSA prohibits “oppressive child labor,” which is generally defined as 1) the employment of minors 16 and 17 years old in an occupation deemed hazardous (see list below), and 2) the employment of minors under 16 in any occupation. However, regulations can be issued permitting employment of children 14 and 15 years of age in non-manufacturing and non-mining occupations where the employment does not interfere with schooling and where conditions are not detrimental to health and well being. The FLSA also makes special provisions for minors in agricultural work.

Iowa law prohibits many of the same occupations identified below with federal prohibitions, but it is not always consistent. Be sure to check both laws when considering placement in hazardous occupations for work-based learning experiences.

Activities Prohibited under Federal Hazardous Occupation Orders (HOs)

HO #	DESCRIPTION OF PROHIBITED ACTIVITY
1	manufacturing and storing explosives
2	motor-vehicle driving and outside helper
3	coal mining
4	logging and saw milling
5*	using power-driven woodworking machines, including saws
6	exposure to radioactive substances
7	operation of power-driven hoisting devices, including forklifts, cranes, and non-automatic elevators
8*	use of power-driven metal forming, punching, and shearing machines
9	mining other than coal mining
10*	slaughtering or meat packing, processing, or rendering, including the use of power-driven meat slicers
11	operation of power-driven bakery machines
12*	use of power-driven paper-products machines, including paper balers
13	manufacturing of brick, tile, and kindred products
14*	use of circular saws, band saws, and guillotine shears
15	wrecking, demolition, and ship-breaking
16*	roofing operations
17*	excavating, including work in a trench as a plumber

*Student-learners aged 16 or 17 in vocational education programs may be employed in these seven Hazardous Occupations (HOs) only if they are employed under a written agreement that meets the five conditions listed in 29 CFR 570.50(c), as follows:

1. Any work in a hazardous occupation is incidental to training;
2. Work in the hazardous activity is intermittent, for short periods only, and is under the direct and close supervision of a qualified person;
3. Safety instruction is provided; and
4. A schedule of progressive work processes is provided; or

5. The work is part of an apprenticeship registered with the US Department of Labor's Bureau of Apprenticeship and Training or with a state apprenticeship council.

Remember, in Iowa, the state child labor law, Iowa Code Chapter 92, applies.

Students who are 14 or 15 years old may **not** work in either the Hazardous Occupations listed above, or in the following areas designated under federal Child Labor Regulation 3:

- Manufacturing, mining, and processing, including filleting fish, dressing poultry, cracking nuts, or laundering performed by commercial laundries;
- Transportation of people or property, whether by rail, highway, air, water, pipeline, or other means;
- Cooking and baking, other than within view of the public at soda fountains, lunch counters, snack bars, or cafeteria serving counters;
- Work in packing houses, freezers, or meat coolers, and all preparation of meats for sale except wrapping, sealing, weighing, pricing, and labeling;
- Work in storage, warehouses, and workrooms, including loading and unloading trucks, trains, or conveyors, except office work;
- Public messenger service;
- Communication;
- Work on construction sites other than in the office;
- Work connected with maintenance or repair of the business, machines, or equipment, including boilers or engine rooms and areas that have pits, racks, or any lifting apparatus to inflate tires that are mounted on a rim equipped with a removable retaining ring;
- Outside window washing that involves working from windowsills;
- All work requiring use of ladders, scaffolds, or their substitutes;
- Any job involving power-driven machinery, including hoists, conveyor belts, and lawnmowers, except office equipment, dishwashers and other machinery used in a food service operation other than food slicers, grinders, choppers, cutters, and bakery-type mixers.

Again, Iowa Code Chapter 92 provisions regarding prohibited occupations applies to 14- or 15-year-olds in work-based learning programs.

Exemptions to the FLSA must meet the following criteria:

- Student-learners are enrolled in a cooperative vocational training program under a recognized state or local educational agency.
- A written training agreement is in place.
- A signed training agreement is on file with the school and employer.
- The work is intermittent and for short periods of time.
- Safety instructions are given by the school and correlated by the employer with on-the-job training.
- A plan exists for on-the-job performance of organized and progressive work processes.

Iowa Code 92.17 contains exemptions for state child labor laws, including agriculture.

Hazardous Occupations in Agriculture under FLSA

Federal labor law provisions for work in agriculture are less restrictive than those for non-agriculture operations. However, the FLSA uses the term “agriculture” to refer to family farms, not agricultural operations that ship their products across state lines or those that work on or process products other than their own. Activities prohibited by federal law as hazardous occupations in agriculture include:

- Operating or assisting in the operation of machinery and equipment, including corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger or mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, the unloading mechanism of a non-gravity self-unloading wagon or trailer, power post-hole digger, power post driver, non-walking rotary tiller, or tractors of over 20 PTO horsepower, and connecting or disconnecting an implement or any of its parts to or from such a tractor
- Working in a yard, pen, or stall occupied by specified animals
- Felling, loading, bucking, or skidding timber more than six inches in diameter
- Working from a ladder or scaffold at a height of over 20 feet
- Driving a vehicle transporting passengers or riding on a tractor; for farm jobs, minors may drive on the farm but not on a public highway
- Working in certain silos, storage areas, or manure pits
- Handling toxic chemicals, blasting agents, and anhydrous ammonia

Exemptions to federal law: Minors aged 14 and 15 who have a 4-H or agricultural education training certificate and student-learners enrolled in career and technical agriculture programs may engage in any non hazardous job outside of school hours and may perform some farm work activities otherwise prohibited. A written agreement must provide the same conditions listed in 29 CFR 570.50(c) as shown for HO's affecting 16- and 17-year-olds above.

Minors under 12 may perform jobs on farms owned or operated by their parents, or with their parents' written consent, outside of school hours in non-hazardous jobs on farms not covered by minimum wage requirements. Minors aged 12 and 13 may work outside of school hours in non-hazardous jobs, either with their parents' written consent or on the same farm as their parents. Minors 16 years and older may perform any agricultural job, hazardous or not, for unlimited hours.

Exemptions in Iowa: All agricultural activities are exempt if they follow the rules established in Iowa Code Chapter 92.17.

FLSA and the Employee-Employer Relationship for Persons with Disabilities

For purposes of the Fair Labor Standards Act, where all of the following criteria are met, the US Department of Labor does not consider that physically and/or mentally challenged students' initial participation in a school-sponsored work-based learning program constitutes an employment relationship. Although Iowa law does not address this issue, the federal criteria are:

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable, and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- Community-based placements will be clearly defined components of individual education programs (IEP) developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's IEP.
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation, with the understanding that participation in such a component does not entitle the student-participant to wages.
- The activities of students at the community-based placement site do not result in an immediate advantage to the business.

When reviewing the potential for an employment relationship, Iowa looks at twenty questions from the IRS, and the US Department of Labor considers several factors, including:

- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
- The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

An employment relationship **will** exist unless all criteria are met. If an employment relationship does exist, participating businesses can be held responsible for full compliance with the FLSA, including the child labor provisions and applicable state laws.

At any time, businesses and school systems may consider participants to be employees and may structure the program so participants are compensated according to the requirements of the FLSA. Whenever an employment relationship is established, the business may use the special minimum wage provisions identified in Section 14(c) of the FLSA. For more information on wages, including minimums and subminimums, see the section on Wages in this Guide and Iowa Code Chapter 91A, the Wage and Payment Collection law.

While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

- Exploration 5 hours per job experienced
- Assessment 90 hours per job experienced
- Training 120 hours per job experienced

Based strictly on the cumulative time involved, 120 hours is an arbitrary classification when occupational exploration, assessment, and training components of the community-based activities cannot be separated. However, once an individual has been involved in a particular occupational category for 215 hours, a critical analysis using the other criteria must be made, particularly whether the business is gaining an immediate economic advantage from activities of the program participant, to determine whether the individual is now an employee.

Students are not entitled to employment at the business following the completion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

More Information...

The United States Department of Education and the United States Department of Labor (DOL) also provide Web sites with information about the Fair Labor Standards Act and employment issues, including links to School-to-Work and other work-based learning programs. Check these sites:

<http://www.doleta.gov>

<http://www.ed.gov/offices/OVAE>

Iowa Workforce Development, Iowa Division of Labor Services, maintains up-to-date information on its Web site. Check regularly for information on child labor, occupational safety and health, and other labor-related issues.

<http://www.state.ia.us/iwd/labor/index.html>

Comparison of State and Federal Child Labor Laws

A brief comparison chart of important state and federal child labor law information follows. Topics covered include age certificates and work permits, affected employers, training programs, agricultural employment, wages, hours and occupations (including special prohibitions and exceptions), penalties, waivers, and contact information.

Other sections of the *WBL Guide 2002* address specific labor and legal issues, including wages, taxes, recordkeeping, insurance, and legislation. All material provided is for general informational purposes only. Specific questions and issues should always be discussed with a qualified attorney and/or with the appropriate state or federal agency.

Labor/Legal Issues: Child Labor Laws

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Because both federal and state laws regulate the employment of students under 18, educators must be familiar with the basic provisions that affect work-based learning programs. The following chart provides a brief summary of key points. Specific questions should be directed to a qualified attorney, the Iowa Division of Labor Services, or the US Department of Labor.

Brief Comparison: State and Federal Child Labor Laws

In all cases, the most restrictive law must be followed.

ISSUE	STATE OF IOWA LAW	FEDERAL LAW (FLSA)
Administration and Enforcement	<ul style="list-style-type: none"> Iowa Division of Labor Services Enforces Iowa Minimum Wage Law; see exemptions under "Wages" Assists in dispute resolution relating to wages under Iowa Wage Payment Collection Law Employees filing complaints may not be discriminated against or terminated 	<ul style="list-style-type: none"> Wage and Hour Division of US Department of Labor Administers and enforces the Fair Labor Standards Act (FLSA) for employers in private sector, state and local governments, US Postal Service and Postal Rate Commission, the Tennessee Valley Authority, and federal employment of the Library of Congress Special rules for state and local government employment involving fire protection, law enforcement, volunteers, and compensatory time Employees filing complaints may not be discriminated against or terminated
Employers Affected	<ul style="list-style-type: none"> All employers 	<p>Closely based on mandatory minimum wage guidelines for</p> <ul style="list-style-type: none"> Companies with annual gross volume sales/business of \$500,000 or more OR Hospitals, institutions for physically or mentally ill, disabled, aged; schools, including pre-school, secondary, or postsecondary OR Public agencies OR Minor employees engaged in interstate commerce or production of goods for interstate commerce

continued

ISSUE	STATE OF IOWA LAW	FEDERAL LAW (FLSA)
<p>Hours, Occupations: <i>Special Prohibitions</i></p> <p><i>Exceptions</i></p>	<ul style="list-style-type: none"> 14- and 15-year-olds <u>Work Hours:</u> 4 hours per day on school days; up to 28 hour per week when school is in session. May be allowed to work during flex school hours (new scheduling), as long as scheduled schooling is not missed. <u>Work Assignments:</u> Frying prohibited; see Iowa Code Ch. 92 list of prohibited occupations 16- and 17-year-olds Prohibits work in occupations involving operation of laundry, dry cleaning, or dyeing machinery, and work involving dangerous or hazardous chemicals and others Part-time, occasional, or volunteer work for nonprofit educational, charitable, religious, or community service organizations Work by children of any age in any occupation at any time doing any type of work in a business owned or operated by child's parents, if parent is on premises For under 16, modeling allowed between 7 a.m. and 10 p.m., for not more than 12 hours/month Juvenile court allowed to order under-age children to complete work assignments, when appropriate 	<ul style="list-style-type: none"> 14- and 15-year-olds <u>Work Hours:</u> 3 hours per day on school days; up to 18 hours per week when school is in session. May not work during set school hours. <u>Work Assignments:</u> Frying permitted if done in full view of public Check complete federal restrictions at US Department of Labor Web site 16- and 17-year-olds No specific prohibitions, except those identified in the List of 17 Hazardous Occupations (HOs) 18 and under prohibited from exposure to ionizing radiation Students enrolled in work-experience programs may be employed during school hours, for as many as 3 hours on a school day, for as many as 23 hours in a school week, and in occupations otherwise prohibited <i>if</i> a waiver is granted Age and hours of children working in parents' business when parent is sole proprietor (hazardous work prohibited, even in parents' business) Under 16, work in areas such as <ul style="list-style-type: none"> – acting/performing in radio, TV, film – operating office machines in office and clerical occupations; – cashier, selling, artwork, advertising, window trimming, comparative shopping – price marking by hand or machine, assembling orders, packing and shelving – bagging/carrying customer orders – delivery work by foot, bicycle, or public transportation – clean-up work, including waxers and cleaners; maintenance work not requiring powered equipment – all kitchen work and equipment essential in performing duties – courtesy service with cars and trucks, including hand car washing, polishing, and cleaning – clean vegetables/fruits, wrap, seal, label, weigh, price, stock goods

continued

ISSUE	STATE OF IOWA LAW	FEDERAL LAW (FLSA)
Agricultural Employment	<ul style="list-style-type: none"> Children 14 years and older may detassel corn during June-August; 14- and 15-year-olds may work part-time in agriculture at half of regularly allowed hours: 20 hours per week/4 hours per day in summer, 14 hours per week/2 hours per day when school is in session <p>See Iowa Code 92.17</p>	<ul style="list-style-type: none"> 14- and 15-year-olds: work prohibited during schools hours or in hazardous occupations 12- and 13-year-olds: may work on parent's farm and, with parents' permission, on farms where minimum wage is required Complete set of regulations available: <i>Child Labor Requirements in Agriculture</i>
Age Certificate or Work Permit	<ul style="list-style-type: none"> Work permits required for ages 14 and 15 Recommended: age certificates on file for all workers under 18 	<ul style="list-style-type: none"> No work permits required Recommended that employers protect themselves by keeping age certificates on file for all workers under age 18
School Training	<ul style="list-style-type: none"> Training allowed for students instructed in industrial arts department, school shop, industrial plant, or vocational education course, or apprenticeship; no hour limits 	<ul style="list-style-type: none"> Training allowed without employment relationship, regardless of age; 16 or older may also be employed during school hours; hazardous occupations (HOs) prohibited for all ages
Wages	<ul style="list-style-type: none"> Minimum wage rate: \$5.15/hour Business volume: \$300,000 Several types of minimum wage Initial employment or training minimum wage rate (\$4.25) for first 90 consecutive calendar days of employment with employer No youth minimum wage rate; basic state minimum wage rate applies to all employees of all ages in Iowa Tipped employees minimum wage Requirements for payment and deductions Covers all employers Subminimum wages may be permitted for certain persons and employment situations Specific exemptions from minimum wage Provisions for recovery of back wages Iowa Minimum Wage Law poster display requirement 	<ul style="list-style-type: none"> Minimum wage rate: \$5.15/hour Business volume: \$500,000 Several types of minimum wage Initial employment or training minimum wage rate (\$4.25) limited to employees under 20 years of age Youth minimum wage rate for employees under 20 years of age during first 90 consecutive days of employment Tipped employees minimum wage Requirements for payment and deductions Covered employers specified Subminimum wages may be permitted for certain persons and employment situations Specific exemptions from minimum wage and/or overtime pay law Provisions for recovery of back wages FLSA poster display requirement

continued

ISSUE	STATE OF IOWA LAW	FEDERAL LAW (FLSA)
Record keeping	<ul style="list-style-type: none"> Required, including <ul style="list-style-type: none"> – identifying information about employee: name, address with zip code, social security number, birth date if under 19 – occupation – hours worked – wages earned – deductions made – employment agreements 	<ul style="list-style-type: none"> Required for employees under 19, including <ul style="list-style-type: none"> – name – home address – date of birth, if under 19 – gender – daily starting and quitting times – daily and weekly hours worked – occupation – regular hourly pay rate – total overtime pay for work-week – deductions from or additions to wages – total wages paid each pay period – date of payment and pay period covered
Penalties	<ul style="list-style-type: none"> Simple misdemeanor, punishable by up to \$500 fine and/or 30 days in jail per offense for parent or guardian of minor child, who willfully permits them to work in violation of law 	<ul style="list-style-type: none"> Administrative fine up to \$10,000 per minor for employers For second willful violation, fine of \$10,000 or imprisonment for not more than 6 months, or both. District Court restraining order can be requested to prevent future civil or criminal child labor violations.
Waivers	<ul style="list-style-type: none"> May issue written special orders allowing prohibited work to occur 	<ul style="list-style-type: none"> None
Contacts	<ul style="list-style-type: none"> State Office: 515-281-3606 Child Labor Permits: 515-242-5869 Minimum Wage: 515-281-5337 	<ul style="list-style-type: none"> Federal Office: 515-284-4625

Additional discussion of many issues listed in the chart above are provided in other sections of the *WBL Guide 2002*.

Child Labor Work Permits: Iowa Code, Chapter 92

The following sections of the Iowa Code refer to work permit requirements for children under 16 and are appropriate to students enrolled in work-based learning experiences.

- 92.10 Permit on file.** A person under sixteen years of age shall not be employed to work with or without compensation unless the person, firm, or corporation employing such person receives and keeps on file, accessible to any officer charged with the enforcement of this chapter, a work permit issued as provided in this chapter, and keeps a complete list of the names and ages of all such persons under sixteen years of age employed.

Certificates of age shall be issued for persons sixteen and seventeen years of age and for all other persons eighteen and over upon request of the person's prospective employer.

- *92.14 Contents of work permit.* Every work permit shall state the date of issuance, name, sex, date and place of birth, residence of the child in whose name it is issued, color of hair and eyes, height and weight, proof of age, school grade completed, name and location of the establishment where the child is to be employed, industry, specified occupation, a brief description of duties for which the permit is issued, that the papers required for its issuance have been duly examined, approved, and filed, and that the person named therein has personally appeared before the officer issuing the permit and has been examined.
- *92.16 Forms for permits furnished.* The proper forms for the work permit, the employer's agreement, the school record, the certificate of age, and the physician's certificate shall be formulated by the labor commissioner and furnished to the issuing authorities.

Iowa work permits may be obtained from:

Iowa Division of Labor Services
1000 East Grand Avenue
Des Moines, Iowa 50319
<http://www.state.ia.us/iwd/labor/index.html>

or
your local school

or any
Iowa Workforce Development Center
<http://www.workforcedevelopment.org/labor>

Equal Access and Affirmative Action

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Safety and Access for All Students

All partners in workplace learning have a duty to provide an educational and working environment that is safe and that does not discriminate. All partners must be committed to ensuring equal access for all students, regardless of race, religion, color, national origin, gender, age, or mental or physical disability.

Business and industry partners must also realize that, once they agree to provide the workplace learning component, they must ensure a safe environment and comply with all civil rights laws or they place themselves and their education partners in jeopardy. Responsibilities of each partner are outlined below.

Students should know what laws guarantee the right to participate, in case they are told they could not do something in an educational or work setting because of their gender, race, religion, disability, and so forth.

Parents should know what laws guarantee their children's right to participate, in case they are told their child or children should not enter a specific educational institution or program because the child may not be employable due to race, gender, religion, disability, and so forth.

Employers must be prepared to offer equal access, equal treatment, and freedom from harassment. Educational institutions are prohibited by law from entering into any contractual agreement with employers who discriminate.

Teachers are responsible for reporting to the proper compliance official any student complaints about less than full participation in any educational component because of race, gender, religion, disability, and so forth.

Workplace Learning Teacher-Coordinators are responsible for ensuring that all students have access to any educational component, regardless of race, gender, religion, disability, and so forth. As a first step when entering into any agreement with any agency, educational institution, or private business or industry, teacher-coordinators must communicate the laws. Teacher-coordinators must also monitor activities to ensure equal access, equal treatment, and freedom from harassment, as well as access by all participants to a grievance resolution procedure.

Equal Access Requirements

The local educational agency must ensure that students participating in cooperative education, work-based learning, work-study programs, placement and/or apprenticeship training have the same opportunities, regardless of race, color, national origin, gender, religion, or disability, and so forth, as required under the following laws:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Educational Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Education Opportunity Act of 1974
- Individuals with Disabilities Education Act (IDEA) of 1975
- Vocational Guidelines from the Office of Civil Rights, Department of Education, 1979
- Title II, Americans with Disabilities Act (ADA) of 1990
- Title II, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990
- School-to-Work Opportunities Act of 1994

Non-Discrimination Statement

Written assurances of non-discrimination must be obtained from training sponsors. Include the following statement in each Training Agreement.

It is the policy of all parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical, or work experiences, assigned to jobs, and otherwise treated without regard to race, color, national origin, gender, religion, age, or physical or mental disability.

Equity Resources on the Web

Check the ADA Web site for more complete information on the Americans with Disabilities Act of 1990.

<http://www.usdoj.gov/crt/ada/adahom1.htm>

<http://www.usdoj.gov/crt/ada/pubs/ada.txt>

The Web site of the Equal Employment Opportunity Commission (EEOC) also provides information for employees and employers on prohibiting discrimination, as well as mediation, training, and more.

<http://www.eeoc.gov>

<http://www.eeoc.gov/laws/ada.html>

The Iowa Civil Rights Commission enforces the laws prohibiting discrimination in employment and other areas on the basis of race, color, creed, sex, religion, national origin, physical and mental disability, age, marital status, familial status, and pregnancy.

<http://www.state.ia.us/government/crc/index.html>

515-281-4121; 1-800-457-4416

The Immigration Reform and Control Act of 1986 is the most comprehensive reform of our immigration laws since 1952. This law preserves our tradition of legal immigration while closing the door to illegal entry. By combining increased border enforcement with prohibitions against employing illegal entrants (or those aliens, such as tourists, who legally enter the United States but are not authorized to work while they are here), the law represents a step forward in the effort to secure our nation's borders.

Why Employers Must Verify Employment Eligibility of New Employees

Employment is often the magnet that attracts people to come to or stay in the United States illegally. The purpose of the 1986 law is to remove the magnet by requiring that employers hire only U.S. citizens and aliens who are authorized to work here.

The 1986 law, passed in a bipartisan effort of Congress, was strongly supported by the American public. Employers will want to join the effort to protect our heritage of legal immigration and to preserve jobs for those who are legally entitled to them. This cooperation will make jobs available to American citizens and to aliens who are authorized to work here, and it can help people get off welfare and into jobs. Verification of worker identity is also good business practice.

Form I-9 should be used to verify that people are eligible to work in the United States. Within three days of hiring, employees must produce documents that establish their identity and their eligibility to work in the United States. Employers are required to:

- Have employees fill out their part of Form I-9 when they start work.
- Check documents establishing employees' identity and eligibility to work.
- Properly complete the balance of Form I-9.
- Retain the Form for at least three years (if the person is employed for more than three years), and for one year after the person leaves employment.
- Present the Form for inspection by an INS or US Department of Labor (USDOL) officer, upon request. Employers will be given at least three days advance notice.

Preventing Discrimination

The 1986 immigration law also prohibits discrimination. Employers with four or more employees may not discriminate against any individual, other than an *unauthorized* alien

in hiring, discharging, recruiting, or referring-for-a-fee because of that individual's national origin, or, in the case of a citizen or intending citizen, because of his or her citizenship status.

Penalties for Prohibited Practices

Employers found to have knowingly hired unauthorized employees, or who continue to employ persons known to be or to have become unauthorized, may be fined as follows:

- *First Violation:* Not less than \$250 and not more than \$2,000 for each unauthorized employee.
- *Second Violation:* Not less than \$2,000 and not more than \$5,000 for each unauthorized employee.
- *Subsequent Violations:* Not less than \$3,000 and not more than \$10,000 for each unauthorized employee.

Identity Documents

Documents that establish identity for individuals 16 years of age and older:

- State-issued driver's license or state-issued identification card containing a photograph. If the driver's license or identification card does not contain a photograph, identifying information should be included such as name, date of birth, sex, height, color of eyes, and address
- School identification card with photograph
- Voter's registration card

For individuals under age 16, who cannot produce one of the documents listed above:

- School record or report card
- Doctor or hospital record
- Daycare or nursery school record

Documents that establish employment eligibility:

- Original Social Security card
- Original or certified copy of a birth certificate issued by a state, county, or municipal authority bearing an official seal
- Certification of Birth issued by the Department of State (Form FS-545)

Q & A about Form I-9

Do United States citizens need to prove they are eligible to work?

- Yes. While United States citizens are automatically eligible for employment, they must provide the required documents and complete Form I-9.

Do I need to complete an I-9 for everyone who applies for a job with my company?

- No. Employers need to complete I-9s only for people actually hired, where "hired" means when a person begins work.

If someone accepts a job with my company but will not start work for a month, can I complete the I-9 when the employee accepts the job?

- Yes. While the law requires employers to complete the I-9 when the person actually begins working, it can be completed when the person accepts the job.

Do I need to fill out an I-9 for independent contractors or their employees?

- No. For example, employers who contract with another company to provide temporary clerical services do not need to complete I-9s for that company's employees. The contracting company is responsible for completing I-9s for its own employees. However, employers must not knowingly use contract labor to circumvent the law that prohibits hiring unauthorized workers.

More Information...

Check the Web site of the US Immigration and Naturalization Service (INS) regarding immigration issues.

<http://www.ins.gov/graphics/index.htm>

INS Customer Service Call Center

1-800-375-5283

1-800-767-1833 (TTY)

Iowa Centralized Employee Registry

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Iowa Employee Registry

Section 252G of the Iowa Code establishes a Centralized Employee Registry for the State of Iowa. Employers must report all new hires or rehires. The law is effective for any employees hired or re-hired on or after January 1, 1994.

Employers must report hiring or rehiring of all employees, age 18 or older, within fifteen days of the hire or rehire. Employers *may* report employees who, on the date of hire or rehire, are under eighteen years of age.

Reports must include the following information:

- Employer's name, address, and federal identification number;
- Employee's name, address, and Social Security number;
- Information about whether the employer has employee dependent health care coverage available and the appropriate date on which the employee may qualify for the coverage;
- The address to which income withholding orders or the notices of orders and garnishments should be sent;
- Employee's date of birth.

For more information and Iowa new hire reporting, call 515-242-5811 or 515-281-8933.

Iowa School-to-Work Legislation

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Iowa School-to-Work Legislation

Two pieces of state legislation affect school-to-work (work-based learning) programs in Iowa.

1. Iowa Code 85.61 (formerly known as House File 2443) relates to the use of state workers' compensation coverage for students at a community college participating in school-to-work (work-based learning) programs.
2. Iowa Code 85.20 (formerly known as Senate File 361) relates to the use of state workers' compensation coverage for K-12 students participating in school-to-work (work-based learning) programs.

Relevant excerpts from these laws are reproduced below.

Iowa Code, Section 85.61 (2)

“Employer” also includes and applies to an eligible postsecondary institution as defined in section 261C.3, subsection 1, a school corporation, or an accredited nonpublic school if a student enrolled in the eligible postsecondary institution, school corporation, or accredited nonpublic school is providing unpaid services under a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f.” However, if a student participating in a school-to-work program is participating in open enrollment under section 282.18, “employer” means the receiving district. “Employer” also includes and applies to a community college as defined in section 260C.2, if a student enrolled in the community college is providing unpaid services under a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f,” and that is offered by the community college pursuant to a contractual agreement with a school corporation or accredited nonpublic school to provide the program. If a student participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f,” is paid for services provided under the program, “employer” means any entity otherwise defined as an employer under this subsection which pays the student for providing services under the program.

Iowa Code, Section 85.61 (11)

“Worker” or “employee” includes a student enrolled in a public school corporation or accredited nonpublic school who is participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f.” “Worker” or “employee” also includes a student enrolled in a community college as defined in section 260C.2, who is participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f” and that is offered by the community college pursuant to a contractual agreement with a school corporation or accredited nonpublic school to provide the program.

Iowa Code, Section 85.20**RIGHTS OF EMPLOYEE EXCLUSIVE.**

The rights and remedies provided in this chapter, chapter 85A or chapter 85B for an employee, or a student participating in a school-to-work program as provided in section 85.61, on account of injury, occupational disease or occupational hearing loss for which benefits under this chapter, chapter 85A or chapter 85B are recoverable, shall be the exclusive and only rights and remedies of the employee or student, the employee’s or student’s personal and legal representatives, dependents, or next of kin, at common law or otherwise, on account of such injury, occupational disease, or occupational hearing loss, against any of the following:

1. Against the employee’s employer.
2. Against any other employee of such employer, provided that such injury, occupational disease, or occupational hearing loss arises out of and in the course of such employment and is not caused by the other employee’s gross negligence amounting to such lack of care as to amount to wanton neglect for the safety of another.
3. For a student participating in a school-to-work program, against the student’s school district of residence, receiving school district if the student is participating in open enrollment under section 282.18, accredited nonpublic school, community college, and directors, officers, authorities, and employees of the applicable school corporation.

Iowa Code, Section 85.60**INJURIES WHILE IN EMPLOYMENT TRAINING OR EVALUATION.**

A person participating in a school-to-work program referred to in section 85.61, or receiving earnings while engaged in employment training or while undergoing an employment evaluation under the direction of a rehabilitation facility approved for purchase-of-service contracts or for referrals by the department of human services or the department of education, who sustains an injury arising out of and in the course of the school-to-work program participation, employment training, or employment evaluation is entitled to benefits as provided in this chapter, chapter 85A, chapter 85B, and chapter 86. Notwithstanding the minimum benefit provisions of this chapter, such a person referred to in this section and entitled to benefits under this chapter is entitled to receive a minimum weekly benefit amount for a permanent partial disability under section 85.34, subsection 2, or for a permanent total disability under section 85.34, subsection 3, equal to the weekly benefit amount of a person whose gross weekly earnings are thirty-five percent of the statewide average weekly wage computed pursuant to section 96.3 and in effect at the time of the injury.

Iowa Code, Section 87.4

A self-insurance association formed under this section and an association comprised of cities or counties, or both, or community colleges as defined in section 260C.2, or school corporations, or both, which have entered into an agreement under chapter 28E for the purpose of establishing a self-insured program for the payment of workers' compensation benefits are exempt from taxation under section 432.1.

Iowa Code, Section 258.10**POWERS OF DISTRICT BOARDS.**

1. The board of directors of any school district may carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and to pay the expense of such instruction in the same ways the expenses for other subjects in the public schools are now paid.
2. The board of directors of a school district may establish and maintain school-to-work programs including alternative learning opportunities through which students may obtain skills or training outside the classroom. School-to-work programs include, but are not limited to, the following:
 - a) Short-term job shadowing opportunities for students to explore career interests by observing work at a workplace or to include a series of visits to various workplaces and time spent with individual workers to observe specific jobs.
 - b) Structured work experiences integrating school and work-based experiences in an internship that may be an extension of a job shadowing experience.
 - c) Mentoring experiences providing students with a formal relationship with a worksite role model who shares career insights and teaches students specific work-related skills.
 - d) Career-oriented work experiences tied to school lessons through formal or informal training agreements, formal learning plans or mentoring by workplace personnel who may be paid or unpaid, and which may earn students credit toward graduation.
 - e) Structured on-the-job training or apprenticeships for students who are enrolled in a technical or professional program that leads to a high school diploma, advanced certificate of mastery, or associate degree.
 - f) Work experiences available to students in school and community placements directly supervised by a school district or community college staff member.
3. The board may provide workers compensation coverage by insuring, or self-insuring as provided in section 87.4, students participating in unpaid school-to-work programs. A school district's liability to students injured while participating in an unpaid school-to-work program as is provided in section 85.20.

For More Information...

Check with the Iowa Division of Workers' Compensation.

<http://www.iowaworkforce.org/wc//>
515-281-5387 or 1-800-JOB-IOWA

Risk Management

Issues of worker health and safety, safety training, liability, and insurance are part of the business concept known as risk management. Risk management involves the practical concerns of identifying both hazards in the workplace and safe work practices and procedures, training employees (including student-learners) to safely complete their work assignments, ensuring that adequate protections are in place, and providing documentation that can help reduce risks for all parties. In addition, there are legal implications and liability for employers, schools, and students who participate in work-based learning activities.

Liability Issues

While everyone would agree that students must be provided a safe and healthy environment in the school and at the work site, educational institutions and employers must also be protected from unnecessary liability. Students do not require special insurance for participation in typical school activities; they are already covered in the liability policy of the school or school district. However, questions of liability become more complex when students participate in work-based learning experiences, whether that includes paid work experience, job shadowing, school-sponsored enterprises, or on-the-job training for academic credit.

Liability of Employers. The issue of liability arises whenever any business entity has individuals on its work site. The type of liability will depend on whether the student is considered an employee or an invitee of the business. Employer exposure to liability is usually no different than that which exists relative to its employees and to the general public, such as when people are invited to visit the work site.

Students who are considered employees and whose injuries arise out of and in the scope of their job duties are subject to the exclusive remedies provided through the workers compensation benefit delivery system.

Students who are *not* considered employees but who are injured on the work site are covered under the school workers compensation policy and, under Iowa law, are prevented from filing suit against the employer.

Liability of Educational Institutions. Exposure to liability for educational institutions and their employees is divided between two issues: injury to the student, and injury caused by the student to another person or to property belonging to another person.

Injury to the Student. When a student is not being paid by a private employer, then the student is covered by the school workers compensation policy, and coverage under workers compensation is the student's exclusive remedy.

Injuries or Damages Caused by Students. Employers who sponsor work-based learning activities may be liable for the damages or injuries caused by students involved in school programs if students are:

- Acting on behalf of the participating business; or
- Acting with the actual or apparent authorization of the business; and
- The student is negligent; and
- That act results in injury to customers, passers-by, visitors, or the general public; or damage to the property of customers, passers-by, or the general public.

Students are not insured under the school liability policy, so it is highly unlikely that the school's own liability insurance would come into play.

Consent Forms

Schools and employers may want to use "informed" consent forms to outline in detail for participants (and parents or guardians) the risks involved in the activity that students are about to perform. All parties sign the document, indicating they have read and understand the risks involved and agree not to bring a lawsuit for any harm resulting from the identified risks. Consent forms are generally upheld by courts, but they do not excuse an employer from responsibilities for its own negligence. Examples include consent forms allowing students to ride with a parent-volunteer on a field trip, or a training agreement for a teen to work as an unpaid trainee.

Permission Slips

Permission slips are documents that inform parents and guardians about the nature, location, and details of an activity. Permission slips are also helpful as a form of protection to a company – a well informed parent or guardian may not be as likely to bring suit. Permission slips would be used to inform parents and guardians about student field trips and job shadowing events.

Liability and Workers' Compensation Insurance

The following practices and procedures are recommended for teacher-coordinators to address insurance and liability issues, including workers' compensation.

- Consult with an attorney about the range of legal issues and their application.
- Involve insurance industry partners early in the design of work-based learning experiences.
- Address employer concerns. Create a letter to employers and potential representatives of work-based learning activities or offer a workshop and invite experts, such as attorneys and insurance agents, to answer employer questions about insurance and liability.
- Presume workers' compensation coverage is required in work-based learning components when students are considered employees.
- Confirm workers' compensation coverage with employers or their insurance carrier, who can provide a "certificate of insurance." When requesting such certificates, work-based learning teacher-coordinators may also ask carriers to be notified of cancellations or lapsed coverage that may result when employers don't pay premiums. Self-insured employers and members of a self-insurance group can provide copies of their authorization from the State of Iowa Insurance Commissioner (515-281-5705).
- Reduce risk factors. Whenever possible in developing career exploration, career awareness, job shadowing, or unpaid work experience activities, follow practices that reduce the likelihood of incidents which could cause injury to students and that will protect employers and schools from potential liability.

Create a written agreement specifying the purposes and limitations of the activity, including the amount of time required by the activity (limited to the time needed to achieve the desired objective) and the activities in which participants will engage. Limit risks to students by:

- Integrating safety and health training into all curricula as a component of general workplace competencies;
- Providing industry-specific safety training to students as they progress in the program;
- Providing activity-specific safety and health training to students ready to participate in the workplace learning component, either by the employer or with the employer and teacher-coordinator working together, as appropriate; and
- Documenting all training provided.

Workers' Compensation Law and Work-based Learning

In the following pages, Robert E. Jester, President of Jester Insurance Services and Managing Agent for the Iowa Association of School Boards Insurance Programs, summarizes some effects of state legislation and potential insurance ramifications for schools, employers, and students in Iowa's work-based learning programs.

Legislation Summary

Ever since work-based learning programs first came on the scene, one of the first questions asked by many people concerned possible injuries to student participants. Before the Chapter 85.20 (SF 361) amendment, students injured in a work-based learning setting could potentially file for workers' compensation from a private employer, particularly if they were being paid for their work activities. Unfortunately, they could also file a tort action against various parties, including the school district, the school board, school employees, and others.

Chapter 85.20 clarifies this situation by specifying that students injured in work-based learning programs, where they are being paid by a private employer, will be able to recover workers' compensation claims from that private employer, just like any other employee. If they are not being paid for such work, workers' compensation still applies, but it is paid for under the school's workers' compensation policy. The receiving school district pays the workers' compensation claim for students participating under open enrollment.

With the passage of the SF 361 amendment to Chapter 85.20, an injured student is entitled to collect *only* workers' compensation benefits. They may not pursue any other kind of liability claim against either the private employer or the school district and its employees. By eliminating the potential of costly litigation, this legislation should help to foster the growth of work-based learning programs and the safety of students involved.

Insurance Issues Related to Work-based Learning Initiatives

As work-based learning opportunities in Iowa expand, so do insurance concerns for both schools and employers who agree to accept students in a variety of work situations. Some of the more important insurance ramifications are outlined below.

For Schools

A: Student Injuries and Workers' Compensation

Ever since work-based learning initiatives were first conceived, the most important questions have always concerned potential injury to students. Certainly, when we take students out of traditional classroom settings and expose them to hazards typical of the workplace, we introduce a whole new level of problems that are not common in schools.

The recourse for students injured in work-based learning experiences was clarified in Iowa Code Sections 85.20 and 258.00. Workers' compensation is now the exclusive remedy for students injured in the course of work-based learning activities. The legislation establishes that students participating in work-based learning initiatives are entitled to at least the state minimum weekly benefit amount for disability benefits.

At present, there is no initial premium impact on the school's workers' compensation policy from this legislation. Since students are not being paid a salary, payroll records of the school will not impact any dollar amounts for work-based learning activities. Any losses that occur, however, will become a part of an individual school claim record and, thus, would have an impact on future experience modifications, which are based on total claims.

B: General Liability Insurance

Each school has liability insurance that remains in place to protect the school for claims arising out of a work-based learning program that may not be addressed by Chapter 85.20. However, we feel that the Chapter 85.20 will dramatically reduce the amount of legal activity that schools will encounter.

C: Automobile Insurance

Transportation risk may also be an issue. If schools transport students to a work-based learning site in school vehicles, then the school's own automobile insurance provides liability protection, as it normally does. If students drive their own vehicles to places of employment, then each student is responsible for having his or her own liability insurance. It is unlikely that the school's insurance would become involved in the event of an accident any more than it does when a student drives to school on a daily basis. If students become involved in an automobile accident, injured parties could theoretically bring action against the school district for some degree of vicarious liability, but that is covered by the school's insurance program as a non-owned automobile liability claim.

For Employers

A: Workers' Compensation

As outlined above, Iowa law now provides that students injured while participating in work-based learning settings are covered under workers' compensation. If students are paid by the employer, their injuries will now be covered under the employer's workers' compensation policy, just like any other employee. The cost impact to the employer is twofold. First, the additional staff on the payroll means a larger insurance premium. The second potential impact is generated by potential claims that may occur, since any workers' compensation claim can have an impact on the total calculations.

B: General Liability

Because Chapter 85.20 makes workers' compensation the exclusive remedy for students injured in work-based learning programs, their personal or legal

representatives, dependents, and next of kin, employer liability risk is significantly reduced, regardless of whether students are covered under the employer's workers' compensation policy or that of the school.

Students working for and paid by private employers are considered employees for purposes of liability insurance, becoming an insured under the employer's liability policy, assuming that the policy has been extended to cover employees in general. Non-paid students may pose some additional complications, since many General Liability policies do not automatically cover volunteers and other non-employee groups. Employers would continue to be protected by the General Liability policy for any vicarious liability due to acts of students or volunteers. Care should be taken in assigning students to operate certain machinery and equipment, particularly large heavy construction equipment where the potential for injury or damage is high, or where violation of state or federal child labor laws is possible.

Samples of typical endorsements for the General Liability policy that can be used to add coverage for all volunteers, including students, appear below.

C: Automobile / Vehicle Insurance

Under standard automobile insurance, the vehicle owner has the right to allow any other person to operate his or her vehicle. With the owner's permission, the driver – whether an employee or not – becomes an insured under the employer's automobile policy. The same principle applies to students in the work-based learning setting who may operate vehicles owned by employers: they are automatically covered under the employer's automobile insurance policy. Care should be taken in permitting this kind of automobile usage, however, particularly with trucks and other heavy equipment. Most employers will probably not want to grant driving privileges to students still in their teens, where the basic risk is higher than with more experienced drivers. If such driving is deemed advisable, however, employers should verify students' driver's license and motor vehicle driving record before authorization. Employers should also keep in mind the legal requirements of the commercial driving license, which may place special restrictions on the use of any commercial vehicle over a certain size.

Common Transportation Types	Liability Coverage
<ul style="list-style-type: none">• School transports students on school bus	<ul style="list-style-type: none">• School bus insurance
<ul style="list-style-type: none">• Employer provides van to transport student-learner employees	<ul style="list-style-type: none">• Employer's insurance
<ul style="list-style-type: none">• Students use public transportation	<ul style="list-style-type: none">• Public Transit Authority insurance
<ul style="list-style-type: none">• Students drive own vehicles	<ul style="list-style-type: none">• Students' personal vehicle insurance

In all cases, parents of secondary school students should sign transportation agreements before students are permitted to travel to and from work sites. When

students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, they include:

- Verifying student driver's license and insurance coverage;
- Limiting transportation to student driver (no passengers); and
- Limiting transportation for the sole purpose of getting to and from the work site.

D: Crime Insurance

Employers should think carefully before assigning students to jobs involving the handling of money and other financial assets. If students are not paid by the employer, they may not be considered insured under a Fidelity Bond. Therefore, no coverage would exist if students take money or other employer assets. In certain circumstances, the Fidelity Bond may be modified, but it would require agreement of the insurance underwriter and the potential payment of additional premium. Careful consideration should be given to the assignment of students to any sensitive job classifications. A sample endorsement for including volunteer workers under a fidelity bond is included in these materials.

This brief summary of the major insurance ramifications surrounding work-based learning activities is not intended to be an exhaustive examination of every conceivable risk and related insurance coverage. Each employer is encouraged to regularly review this document and any general issues with their insurance advisor.

Sample Endorsements

Sample Endorsement 1

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED - VOLUNTEER WORKERS

This endorsement modifies insurance provided under the following:

Commercial General Liability Coverage Part

WHO IS INSURED (Section 11) is amended to include as an insured any person(s) who are volunteer worker(s) for you, but only while acting at the direction of, and within the scope of their duties for you. However, none of these volunteer worker(s) are insured for:

1. "Bodily injury" or "Personal injury":
 - a. To you, to your partners or members (if you are a partnership or joint venture), to your members (if you are a limited company), to your other worker(s) or to your "employees" arising out of and in the course of their duties for you;
 - b. To the spouse, child, parent, brother or sister of your volunteer worker(s) or your employees as a consequence of paragraph 1.a. above;
 - c. For which there is any obligation to share damages with or re-pay someone else who must pay damages because of the injury described in paragraphs 1.a. or b. above; or arising out of his or her providing or failing to provide professional health care services;
 - d. Arising out of his or her providing or failing to provide professional health care services.

2. "Property damage" to property:
 - a. Owned, occupied, or used by, volunteer;
 - b. Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by you, any of your other volunteer workers, your employees, any partner or member (if, you are a partnership or joint venture), or any member (if you are a limited liability company).

Commercial General Liability – CG 20 21 01 96
Copyright, Insurance Services Office, Inc. 1994

(Copy of an ISO endorsement)

Sample Endorsement 2

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

INCLUDE VOLUNTEER WORKERS AS EMPLOYEES

This endorsement applies to the CRIME GENERAL PROVISIONS FORM and all Crime Coverage Forms forming part of the Policy.

PROVISIONS:

"Employee" also includes any non-compensated natural person:

1. Other than one who is a fund solicitor, while performing services for you that, are usual to the duties of an "employee", or
2. While acting as fund solicitor during fund raising campaigns.

Form CR1022 Ed. 1-86

(Copy of an ISO endorsement)

For More Information...

Iowa Division of Workers' Compensation

515-281-5387

800-JOB-IOWA (800-562-4692) toll-free

<http://www.iowaworkforce.org/wc/>

Iowa Insurance Division

515-281-5705

877-955-1212 toll-free

<http://www.iid.state.ia.us/>

Physical Education Programs

Work-based Learning Guide 2002

Physical education may be waived for secondary cooperative education/work-based learning students with local education agency approval. This provision in the law allows more flexibility for schools in meeting individual students' goals and needs. The text of the law is shown below.

Iowa Code 12.5 (5)

All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

- A cooperative, work-study, or other educational program authorized by the school which requires the student's absence from school premises during the school day.
- Academic courses not otherwise available.
- An organized and supervised athletic program, which requires at least as much time of participation per week as one-eighth unit of physical education.

For More Information...

Check with the Iowa Department of Education.

515-281-5294

<http://www.state.ia.us/educate>

Educators have significant responsibility for protecting personal and academic information about students in their schools and school districts, including information related to work-based learning experiences and employment. Following are a model policy and model rules for schools and educators to use regarding student records and the sharing of student information.

Dissemination of Student Personnel Record Data

Student records are an essential part of the educational process. To serve this end, information about students which is required by law, or which is considered necessary in accomplishing the educational goals and objectives established by the school district and its sub-units, should be collected and maintained under the supervision of the professional and non-professional certificated staff.

Collection, dissemination, and retention of all student information should be controlled by procedures designed to implement the primary task of the district and its sub-units, while protecting individual rights in the best interest of the students and preserving the confidential nature of the various types of records.

The intent of rules concerning student records is to establish policy and procedures, to protect the rights of the individual, and to emphasize the concept of free flow of information between parents, students, and school.

Sources of Requests for Information

A student's parent or designated representative shall have access to educational records by scheduled appointments.

Only certificated school personnel who have a proper educational purpose shall have access to student records. Staff members shall respect and observe the importance of the student record. The utmost personal and professional responsibility is required in the uses to which they put their special knowledge about a student.

Others

No other person, such as an employer, may have access to any data in a student's records except under one of the following circumstances and when proper written consent to the access of such records has been obtained.

- The student's parent must give the consent. However, when students reach the age of 18, their consent and not that of the parents must be obtained for access to the information.
- The written consent must specify the records to be accessible and to whom they are accessible. Each request for consent must be handled separately. Blanket permission for the access of the information shall not be honored.

Notice to Students and Parents – Directory Information

The student handbook or similar publication given to each student contains general information about the school and shall contain the following statement, which shall also be published at least annually in a prominent place in a newspaper of general circulation in the school district.

The following information may be released to the public in regard to any individual student of the school district as necessity and desirability arises. Any student, parent, or guardian not wanting this information released to the public must make objection in writing to the principal or other person in charge of the school which the student is attending. This objection must be renewed at the beginning of each school year. Potential items released may include name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, and similar information.

Nonpublic School Students Enrolled in Public School Offerings

The public school records of a nonpublic school student attending the public schools shall be available to the parents of that student to the extent that student is in attendance in schools belonging to the district.

The education records of a nonpublic school student enrolled in courses or receiving services from the public school district may be shared with the certificated staff of the nonpublic school in which the student is also enrolled, provided that the parents of the student are notified.

Third-Party Permission Release

Except for the release of directory information, every time confidential information regarding a student is released to anyone other than the student, parent, or local school personnel, it shall be accompanied by a letter indicating the confidentiality of the material and the necessity for obtaining written consent prior to release of any information to the third party.

Notice of Rights

The school administration shall have cause to publish, at least annually, in a newspaper of general circulation in the district and in appropriate school publications, notification of the rights accorded students and parents under school rules governing student records. Notice shall be sent individually in the language of the parent or student over the age of 18, if a language other than English is necessary to communicate notice.

For More Information...

Check with the Iowa Department of Education.
515-281-5294
<http://www.state.ia.us/educate>

Employers must comply with all appropriate tax regulations for students participating in work-based learning experiences. Some significant Iowa tax benefits can accrue to employers who hire from certain populations of people, which may provide teacher-coordinators with additional selling points when approaching employers to establish training stations.

Social Security

Students in work-based learning programs must have a Social Security number. Each employer is also required to give student-learners a copy of a W-2 form which includes a statement of Social Security contributions deducted from their pay, as well as the amount of wages and other contributions. For most kinds of work, wages paid in forms other than cash – such as the value of meals or living quarters – must be included. For domestic work in a private household or for farm work, only cash wages count.

Any student who is currently receiving Social Security benefits may earn only a specific amount each year. Check with the Social Security Administration office at 800-234-5772 or on the Web at <<http://www.ssa.gov>> for up-to-date information on earnings limits.

Iowa Tax Benefits

Businesses in Iowa may receive a tax benefit for hiring persons with disabilities or for hiring ex-offenders. The following guidelines apply:

Businesses That Hire Persons with Disabilities. Iowa employers who meet the following criteria are allowed an additional deduction on their Iowa income tax returns for hiring persons with disabilities.

- The qualifying employee may be of any age; no restrictions apply.
- The qualifying employee must be a new hire. A current employee who becomes disabled does not qualify.
- The qualifying employee does not have to be employed full time.

This deduction is 65 percent of the wages paid in the first 12 months of employment, with a ceiling of \$20,000 per employee.

Only those employers who meet the “small business” definition can claim the deduction for employing persons with disabilities.

- A small business is one organized for profit or non-profit, including but not limited to a corporation, a sole proprietorship, partnership, joint venture, association, or cooperative, including farm operations. It does not include the practice of a profession.
- A small business cannot have more than 20 full-time equivalent employees and more than \$3 million of annual gross revenues. “Full time” means any of the following: a position requiring an average work week of 40 hours; one in which compensation is paid on a salaried full-time basis without regard to hours worked; an aggregation of any number of part-time positions which equal one full-time position.

A person with a disability is anyone who:

- Has a physical or mental impairment which substantially limits one or more major life activities, or
- Has a history of impairment, or
- Is regarded as having an impairment.

That includes, but is not limited to, physiological disorders and conditions, cosmetic disfigurement, anatomical loss, and any mental or psychological disorder. The person does not need to be certified by the Iowa Department of Vocational Rehabilitation as having a disability. However, if such certification exists, that person automatically qualifies for the deduction.

Businesses That Hire Ex-Offenders. Iowa employers who meet the criteria listed are allowed an additional deduction on their Iowa income tax returns for hiring ex-offenders. The deduction is claimed on the Iowa 1040 individual income tax return under an “other adjustments” category, or on the Iowa corporation income tax return under and “other reductions” category.

- If 65 percent of an employee’s wages does not meet the \$20,000 maximum in a single tax year, the balance may be claimed the following year, to the extent that the employee has worked fewer than 12 months.
- If a business employed an ex-offender before learning of this benefit, the employer may amend income tax returns to include the deduction. Returns can only be amended within three years from the due date of the return.
- An employer claiming the additional deduction must submit a separate sheet with the tax return showing the following information: the employee’s name, address, Social Security number, date of hiring, and total wages paid.
- The qualifying employee may be of any age; no restrictions apply.
- The qualifying employee must be a new hire. A current employee who becomes an ex-offender does not qualify.
- The qualifying person may hold more than one job and each employer may take the deduction.
- The qualifying employee does not have to be employed full-time.

To qualify for the deduction, an ex-offender must meet the criteria listed below.

- The ex-offender must pass the employer’s probationary period. If an employer does not have a written employment probation policy, the probationary period is six months for the purpose of this deduction.
- The ex-offender must not be hired to replace another employee who was terminated within the previous 12 months, unless that employee was terminated for misconduct in connection with employment. If the employee left voluntarily, the ex-offender will qualify for the deduction.

An ex-offender is defined as someone who:

- Has been convicted of a felony in this or any other state or the District of Columbia, or
- Is on parole, or
- Is on probation for an offense other than a simple misdemeanor, or
- Is in a work-release program, or
- Qualifies under the interstate probation and parole compact.

Unemployment Tax / Unemployment Compensation Insurance

Employers are not required to pay unemployment tax during the periods in which students are enrolled in the work-based learning program – from the first day of the school year to the last day of the school year, but they are required to file for periods when the student is not enrolled in the program, such as during the summer months. Likewise, students are not eligible to claim unemployment benefits while enrolled in the program.

The training agreement should contain a statement of fact concerning the mutual understanding that the employer will not be obligated to contribute to the unemployment tax. An example statement is:

The student and employer mutually understand that the employer is not obligated to pay any unemployment compensation tax during the specified school term / training period. Unemployment compensation cannot be claimed by the student.

For More Information...

Social Security Administration

800-234-5772

<http://www.ssa.gov>

Iowa Department of Revenue and Finance

515-281-3114

800-367-3388

<http://www.state.ia.us/tax.index.html>

Internal Revenue Service

800-829-1040

<http://www.irs.gov>

Iowa Workforce Development – Unemployment Tax Information

515-281-4199

Unemployment Information Service Center

877-891-5344

800-JOB-IOWA (800-562-4692)

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Wages and Exemptions

Work-based Learning Guide 2002

Minimum Wage

Teacher-coordinators must be aware of occupations and businesses which are covered by minimum wage laws and the compensation that is required to be paid.

Exceptions to Minimum Wage

Because employers of work-based learning students are asked to provide training as well as employment, exceptions to the federal minimum wage can be made. Regular student-learners and disabled learners may receive exemption from the federal minimum wage requirement that will allow employers to pay 75 percent of the minimum wage for student-learners and 50 percent for disabled students. Application for subminimum wages must be filed before the student begins employment.

Comparison of State and Federal Wage and Hour Laws

ISSUE	IOWA	FEDERAL
Minimum Wage	<ul style="list-style-type: none">• Not less than \$5.15/hour for covered nonexempt workers.• Business volume: \$300,000	<ul style="list-style-type: none">• Not less than \$5.15/hour for covered nonexempt workers, effective September 1, 1997.• Overtime pay, at a rate of not less than 1-1/2 times the regular pay rate required after 40 hours of work in a work-week. Some exceptions for overtime pay in certain industries, like hospitals.• Business volume: \$500,000

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ISSUE	IOWA	FEDERAL
Initial Employment or Training Minimum Wage	<ul style="list-style-type: none"> \$4.25/hour minimum initial rate for first 90 consecutive calendar days of employment with the employer 	<ul style="list-style-type: none"> \$4.25/hour minimum training wage for first 90 consecutive calendar days of employment, <u>limited to employees under 20 years of age</u> Employer must comply with more stringent law, so only those Iowa employers <u>not</u> covered by federal law will be permitted to pay workers 20 years old and older \$4.25/hour for first 90 consecutive calendar days of employment.
Youth Minimum Wage	<ul style="list-style-type: none"> No Iowa requirement; basic minimum wage applies to all employees of all ages in Iowa 	<ul style="list-style-type: none"> \$4.25/hour minimum permitted for employees under 20 years of age during first 90 consecutive calendar days of employment with an employer. Employers are prohibited from reducing employees' hours, wages, or benefits, or otherwise displacing current employees to hire at youth minimum wage.

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ISSUE	IOWA	FEDERAL
<p>Tipped Employees Minimum Wage (employees customarily and regularly receiving more than \$30/month in tips)</p>	<ul style="list-style-type: none"> • \$3.09/hour minimum, as long as tipped employee receives at least an average of \$2.06/hour in tips • Tips may be considered part of employee wages, but such wage credit must not exceed 40 percent of the minimum wage • For initial employment or training wage employees, employer must pay 60 percent, or \$2.55/hour, and an average of 40 percent, or \$1.70/hour, in tips, for a total of \$4.25/hour • Employers who elect to use tip credit provision must inform employee in advance and must be able to show that employee receives at least the minimum wage when direct wages and tip credit are combined. If employee's tips and employer's direct wages of at least \$3.09/hour do not equal minimum hourly wage, employer must make up the difference. Employees must retain all tips, except when participating in valid tip pooling or sharing arrangement. 	<ul style="list-style-type: none"> • \$2.13/hour, as long as tipped employee receives at least \$3.02/hour in tips • Employers who elect to use tip credit provision must inform employee in advance and must be able to show that employee receives at least the minimum wage when direct wages and tip credit are combined. If employee's tips and employer's direct wages of at least \$2.13/hour do not equal minimum hourly wage, employer must make up the difference. Employees must retain all tips, except when participating in valid tip pooling or sharing arrangement. • Employer required to comply with more stringent law, so Iowa employer must comply with Iowa law.

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ISSUE	IOWA	FEDERAL
Subminimum Wage Provisions	<ul style="list-style-type: none"> • Certain individuals may be employed at less than the statutory minimum wage, as an incentive to provide employment opportunities for specific populations • Covers student-learners (work-based learning education students); full-time students in retail or service businesses, agriculture, or institutions of higher education; individuals whose earning or productive capacity is impaired by age or physical or mental disability or injury • Employment permitted only under certificates issued by the US Department of Labor, Wage & Hour Division • All federal certificates are honored by the Iowa Division of Labor Services, as long as the percentage granted is applied to the appropriate Iowa minimum wage 	<ul style="list-style-type: none"> • Certain individuals may be employed at less than the statutory minimum wage identified in the FLSA, as an incentive to provide employment opportunities for specific populations • Covers student-learners (work-based learning education students); full-time students in retail or service businesses, agriculture, or institutions of higher education; individuals whose earning or productive capacity is impaired by age or physical or mental disability or injury • Employment permitted only under certificates issued by the US Department of Labor, Wage & Hour Division
Exemptions from Minimum Wage* <small>*See illustrative, non-inclusive examples on page C-51.</small>	<ul style="list-style-type: none"> • Specific exemptions exclude some employers • Because exemptions are narrowly defined, employers should carefully check exact terms and conditions* • Detailed information about exemption from Iowa minimum wage law is available from the Iowa Division of Labor Services 	<ul style="list-style-type: none"> • Some employers exempt from overtime pay law or both minimum wage and overtime pay laws • Because exemptions are narrowly defined under FLSA, employers should carefully check exact terms and conditions* • Detailed information is available from local USDOL Wage & Hour offices

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ISSUE	IOWA	FEDERAL
Employers Covered	<p>An enterprise of related activities performed through unified operation or common control by one or more individuals for a common purpose, and is</p> <ul style="list-style-type: none"> • Engaged in laundering, cleaning, or repairing of clothing or fabrics; or • Engaged in the business of construction or reconstruction; or • Engaged in the operation of a hospital, an institution primarily engaged in the care of the sick, aged, or mentally ill or physically disabled who reside on the premises, a school for mentally ill or physically disabled or gifted children, a preschool, a day care, an elementary or secondary school, or an institution of higher education (public or private, operated for profit or nonprofit); or • Comprised exclusively of one or more retail or service establishments whose annual gross volume of sales made or business done is not less than \$300,000, exclusive of separately stated retail excise taxes; or <p>Any other type of enterprise having annual gross volume of sales made or business done of not less than \$250,000, exclusive of separately stated retail excise taxes; or</p> <ul style="list-style-type: none"> • An activity of a public agency • Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time baby-sitters are covered if they receive at least \$100 in cash wages from the same employer in a calendar year or work more than 8 hours in a week for one or more employers <p><i>continued...</i></p>	<p>An enterprise of related activities performed through unified operation or common control by one or more individuals for a common purpose, and</p> <ul style="list-style-type: none"> – Has annual gross volume of sales made or business done is not less than \$500,000, exclusive of separately stated retail excise taxes; or – Is engaged in the operation of a hospital, an institution primarily engaged in the care of the sick, aged, or mentally ill or physically disabled who reside on the premises, a school for mentally or physically disabled or gifted children, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or nonprofit); or – Is an activity of a public agency • Construction and laundry/dry cleaning businesses, regardless of annual dollar volume of business; new businesses created after April 1, 1990, must meet \$500,000 test for coverage under FLSA • Any enterprise covered by FLSA on March 31, 1990 that ceased to be covered because of the \$500,000 test remains subject to FLSA provisions for overtime pay, child labor, and record keeping • Employees of firms engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for commerce <p><i>continued...</i></p>

	<ul style="list-style-type: none"> • Employees of enterprises engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for commerce that have been exempted under state law may be covered by federal law • Employees of firms not covered under Iowa law may still be subject to federal law if they are <u>individually</u> engaged in interstate commerce or in the production of goods for interstate commerce 	<ul style="list-style-type: none"> • Employees of firms not covered under FLSA or state law may still be subject to minimum wage, overtime pay, and child labor provisions if they are individually engaged in interstate commerce or in the production of goods for interstate commerce, or in any closely related process or occupation directly essential to such production, including employees who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication; keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; work for independent employers who contract to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce • Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time baby-sitters are covered if they receive at least \$100 in cash wages from one employer in a calendar year or the amount pursuant to an adjustment provision in the Internal Revenue Code, or they work more than 8 hours in a week for one or more employers
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ISSUE	IOWA	FEDERAL
Payments and Deductions	<ul style="list-style-type: none"> • Required wages, including benefits agreed to by company policy or contract, due on regular pay day for pay period covered • All wages due to suspended or terminated employee by next regular pay day • Deductions <u>not</u> legal for items such as cash or merchandise shortages, employer-required uniforms, and tools of trade; others must be authorized in writing by employee; deductions without employee written authorization, if for loss due to employee's intentional or willful disregard of employer interests 	<ul style="list-style-type: none"> • Wages required by FLSA due on regular pay day for pay period covered • Deductions for items such as cash or merchandise shortages, employer-required uniforms, and tools of the trade are <u>not</u> legal to the extent that they reduce employee wages below minimum rate required by FLSA or reduce amount of overtime pay due under FLSA
Recovery of Back Wages	<ul style="list-style-type: none"> • Labor Commissioner may supervise payment of back wages • Labor Commissioner may bring suit for back wages, liquidated damages, attorney's fees, and court costs • Employee may file private suit for back wages, liquidated damages, attorney's fees, and court costs • 2-year statute of limitations • Complaints must be filed within one (1) year of date that unpaid wages were due 	<ul style="list-style-type: none"> • Wage & Hour Division may supervise payment of back wages • Secretary of Labor may bring suit for back wages and an equal amount of liquidated damages • Employee may file private suit for back pay and equal amount as liquidated damages, plus attorney's fees and court costs • Secretary of Labor may obtain injunction to restrain any person from violating FLSA, including unlawful withholding of proper minimum wage and overtime pay • Employee may <u>not</u> bring suit if back wages have been paid under supervision of Wage & Hour Division or if Secretary of Labor has already filed suit to recover • 2-year statute of limitations; 3-year limit in the case of willful violation

ISSUE	IOWA	FEDERAL
Poster	<ul style="list-style-type: none"> • “Iowa Minimum Wage Law” poster must be displayed where it can be easily seen by workers of employers covered under minimum wage law • Poster available from Iowa Division of Labor Services 	<ul style="list-style-type: none"> • FLSA explanation must be posted in a conspicuous place by every employer of workers subject to FLSA minimum wage
Contacts	<ul style="list-style-type: none"> • Iowa Division of Labor Services 1000 East Grand Avenue Des Moines, IA 50319 515-281-5337 515-281-3606 800-562-4692 	<ul style="list-style-type: none"> • US Department of Labor Wage & Hour Division Room 643 Federal Bldg 210 Walnut Street Des Moines, IA 50309 515-284-4625 712-323-8614 C. Bluffs 319-362-8074 C. Rapids 319-324-2038 Davenport 319-233-2903 Waterloo

***Examples of Exemptions from Federal Minimum Wage Laws**

Examples are illustrative and non-inclusive. Refer to page C-46.

Exempt from Overtime Pay	Partial Exemption from Overtime Pay	Exempt from BOTH Minimum Wage and Overtime Pay
<ul style="list-style-type: none"> • Certain commissioned employees of retail or service businesses: auto, truck, trailer, farm implement, boat, or aircraft salesworkers, or parts clerks and mechanics servicing autos, trucks, or farm implements, who are employed by non-manufacturing establishments primarily engaged in selling these items to ultimate purchasers • Employees of railroads and air carriers, taxi drivers, certain employees of motor carriers, seamen on American vessels, and local delivery employees paid on approved trip rate plans • Announcers, news editors, and chief engineers of certain non-metropolitan broadcasting stations • Domestic service workers living in the employer's residence • Employees of motion picture theaters • Farm workers • Workers listed as exempt from minimum wage 	<ul style="list-style-type: none"> • Employees engaged in certain operations on agricultural commodities • Employees of certain bulk petroleum distributors • Hospitals and residential care establishments may adopt, by agreement with their employees, a 14-day work period instead of the usual 7-day work week if employees are paid at least time and one-half their regular rates for hours worked over 8 in a day or 80 in a 14-day work period, whichever is the greater number of overtime hours • Employees without high school diplomas or who have not attained 8th grade level education can be required to spend up to 10 hours in a work-week engaged in remedial reading or training in other basic skills without receiving time and one-half overtime pay for these hours. However, the employees must receive their normal wages for hours spent in such training and the training must not be job specific. 	<ul style="list-style-type: none"> • Executive, administrative, and professional employees, including teachers and academic administrative personnel in elementary and secondary schools • Outside sales employees • Employees of certain computer-related occupations, as defined in Department of Labor regulations • Employees of certain seasonal amusement or recreational establishments • Employees of certain small newspapers and employees engaged in newspaper delivery • Seamen employed on foreign vessels and employees engaged in fishing operations • Farm workers employed by anyone who used no more than 500 "man-days" of farm labor in any calendar quarter of the preceding calendar year • Casual baby-sitters and persons employed as companions to the elderly or infirm

Federal Exemption Certificates for Student-Learners

As nearly as possible, students should be provided with employment conditions that are identical to those of any other beginning worker. Because employers of students are asked to provide training as well as employment, exceptions to the federal minimum wage law can be made. Regular student-learners and learners with disabilities may receive exemption from the federal minimum wage requirement that will allow employers to pay 75 percent of the minimum wage for student-learners and 50 percent for students with disabilities. Exemptions may be obtained by filing Wage & Hour Form 205 for regular student-learners and Wage & Hour Form 222 for students with disabilities.

To qualify for exemption from federal minimum wage provisions:

- Certification by the appropriate school official on an application for a special student-learner certificate shall constitute a temporary authorization for employment and, at the end of 30 days, it shall become the permanent student-learner certificate, unless modified or denied by the Wage & Hour Division of the US Department of Labor;
- Except for designated exemptions, students under 16 years of age are not eligible to receive student-learner certificates, and students under 18 years of age cannot receive certificates to work in hazardous occupations;
- Student-learners may not be employed at the subminimum wage rate for more than 40 hours combined of school instruction and work; and
- Students may work for more than 40 hours per week combined school instruction and work if they are paid the prevailing wage rate for any additional hours.

In addition, the application will not be approved if:

- The job does not require a sufficient degree of skill to necessitate a substantial learning period;
- Another worker is displaced;
- Wage rates or working standards of experienced workers would be depressed;
- The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum wage;
- There are serious outstanding violations of the Fair Labor Standards Act; and
- The number of students at certificate rates is more than a small proportion of the establishment's working force.

Some businesses that provide training stations may not be within the jurisdiction of federal wage laws. However, all employers are covered by state and/or federal child labor laws. Teacher-coordinators should make certain that the employment is permitted under child labor laws and should be very careful to ensure that students do not become a source of inexpensive labor for the employer. Compliance can be assured through careful development of training plans and regular coordinator supervision at work sites.

Public Schools, Child Labor, and Subminimum Wages

Based on a US Supreme Court ruling in 1985, the Iowa Department of Education distributed a memo to Special Needs coordinators regarding child labor and subminimum wages for school-sponsored employment. That memo remains valid. Excerpts are provided here:

...public schools are subject to paying minimum wages unless subminimum wage certificates are submitted and approved with the US Department of Labor in Kansas City....

The US Department of Labor...form can be used to apply for subminimum wages down to 50% of the minimum wage...for disabled students in work experience programs. The percent level can go lower than 50% if the application is accompanied by a report from a medical doctor. Student learner (any student enrolled in a cooperative work experience program) applications can be obtained from the US Department of Labor and can be used to apply for subminimum wages down to the 75% level. Full-time students (students attending school full-time and employed part-time after or before school hours and not part of a cooperative program) can be employed at subminimum wages down to the 85% level.

One exception to paying minimum wages is still open to public schools. Students are able to work in jobs in the school for less than or up to one hour per day without pay as long as the work is part of the student's school program and the work situation meets child labor regulations[,] especially in regard to hazardous orders. Work performed under these conditions is not considered "employment." Consequently, wages do not have to be paid. [The school must be the employer, not a contractor or subcontractor of the school.]

Interpretation of FLSA and Minimum Wage for Work-based Learning Programs

In 1995, the Iowa Department of Education received a letter of interpretation from Maria Echaveste, Administrator in the Employment Standards Administration, Wage and Hour Division of the US Department of Labor in Washington, DC, regarding the Fair Labor Standards Act and training programs such as School-To-Work. That interpretation remains valid.

This is in response to your letter to Senator Hatfield concerning the application of the Fair Labor Standards Act (FLSA) to students participating in training programs such as those which will be sponsored under the School-To-Work Opportunities Act (STW). You are concerned that business participation in STW programs may be at risk due to the perception that provisions of the FLSA present barriers. Your letter and other inquiries demonstrate that there is considerable misunderstanding as to when a STW participant must be considered an employee under FLSA.

The minimum wage provisions of the FLSA do not apply to students in training programs unless there is an employment relationship and the employer meets the coverage tests of the FLSA. Although these criteria do not differ based on the age of the employee or whether the employee is working under auspices of a STW program, we believe that many of the STW training programs will *not* [emphasis added] result in an employment relationship. If the program is carefully structured and provides a bona fide training experience, the FLSA should not be an impediment to the participation of employers in STW programs.

The Office of School-To-Work of the Departments of Labor and Education has advised us that a learning experience at an employer's work site that includes all of the following elements is consistent with a learning experience under the STW:

1. A planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to pre-employment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate;
2. The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills;
3. The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferable skills; and
4. The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

A student enrolled in a STW learning experience would not be considered an employee within the meaning of the FLSA, if the following additional criteria were met:

1. The student receives on-going instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided;
2. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee – i.e., the presence of the student at the worksite cannot result in an employee being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he or she would otherwise work;
3. The student is not entitled to a job at the completion of the learning experience – but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training; and
4. The employer, student, and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience – although the student may be paid a stipend for expenses such as books or tools.

If all the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a STW learning experience. If, however, some of the above criteria were not met, it is still possible that a STW participant would not be an employee under FLSA; however, all of the facts and circumstances would have to be considered.

We assure you that proper administration of STW programs is important to the Department of Labor. The Wage and Hour Division will assist the State offices administering STW programs in any issues which may arise under the FLSA, and will contact them in an attempt to resolve any matters which come to our attention involving the administration of STW programs in accordance with the requirements of the FLSA.

Section D

Resources

Throughout this *WBL Guide 2002* and in other materials related to work-based learning, many terms refer to concepts from the education profession. In striving to make this Guide accessible to employers, students, parents, community leaders, and all interested parties in addition to educators, we provide an abbreviated glossary of educational terms relevant to work-based learning.

Advisory Council / Committee

A group of persons, usually from outside the field of education and selected because of their knowledge and expertise in occupational areas, who advise educators regarding career and technical occupations.

Agricultural Education Programs

A program of instruction to prepare students for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles as they relate to agriculture. Subjects of study may include horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics, marketing, leadership development.

Applied Academic Skills

Concepts from the major disciplines which are used by learners to master competencies within a specific occupation.

Articulation

The process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in an educational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit. Articulation agreements must be signed by at least one community college per program offered at the high school level.

Business and Office Education Programs

A program of instruction to prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction includes preparing, transcribing, systematizing, and preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing, and distributing information; and performing other business and office duties.

Career and Technical Education

Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupation-specific skills necessary for economic independence as a productive and contributing member of society.

Career Education

Instruction including exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

Career Development

A lifelong process involving experiences, decisions, and interactions that cumulatively result in the development of a functioning self-concept and the means through which that self-concept manifests itself in the workplace and in the activities of daily living.

Clinical Experience

Direct instructor supervision in the actual place of work so learners can apply theory and can practice skills taught in the classroom and laboratory.

Competency

A learned student performance which can be accurately repeated and measured. Instruction based on incumbent-worker-validated statements of student outcome (competencies) which clearly describe what the student will be able to do (knowledge, skills, attitude) as a result of the instruction, with evaluation based on ability to perform.

Competency-based Education

Education designed and organized so students specifically master the knowledge, skills, and attitudes identified as necessary for successful performance in an occupational area. See *Competency*.

Cooperative Education

An instructional method using a cooperative arrangement between a school and an employer to provide required academic courses and related instruction by alternating study in school with a job in any occupational field. These two experiences must be planned and supervised by a certified, licensed teacher-coordinator and employer so each contributes to students' education and employability. Work periods and school attendance may be on alternative half days, full days, weeks, or other periods of time. Students are paid for work performed on the work site.

Coordination

Procedures and activities performed by the teacher-coordinator in planning, implementing, and supervising students' on-the-job learning experiences.

Coring

An instructional design where competencies common to two or more different career and technical areas are taught as one course, no longer than one unit of instruction, and acceptable to meet standards as a unit or partial unit in more than one occupationally related educational program. Courses may be placed wherever appropriate within the program.

Disabled (individuals with disabilities)

Individuals with behavioral disorders, learning disabilities, mental disabilities, or severe/profound disabilities.

Disadvantaged

Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in career and technical education or consumer and homemaking programs designed for persons without such handicaps, and who, for that reason, require specially designed educational programs or related services. Also included are people whose needs result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. *Not* included are people with physical or mental handicaps.

Family and Consumer Sciences Programs

Education that encompasses two categories of instructional programs:

- (a) Consumer and Family Sciences non-occupational programs taught to prepare individuals for multiple roles as homemaker and wage earner, including content in areas such as food and nutrition, consumer education, family living and parenthood, child development and guidance, family and individual health, housing and home management, and clothing and textiles.
- (b) "Family and Consumer Sciences Related Occupation Programs" prepare individuals for paid employment in occupations such as child care aide/assistant, food production management and services, and homemaker/home health aide.

Field Training

An applied learning experience in a non-classroom environment under the supervision of an instructor.

General-Related Instruction

Instructional topics important for all student-trainees to know in a free enterprise economic system, regardless of the type of cooperative program offered.

Health Occupations Education Programs

Programs to prepare individuals for occupations in a variety of occupations concerned with providing care through wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instructional areas include activities in dental science, medical science, diagnostic services, treatment therapies, patient care, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing, accreditation, or the use of a specific title to practice.

Industrial Education Programs

Instructional programs in “industrial technology” and “trade and industrial” prepare students for employment in protective services, construction trades, as mechanics and repairers, in precision production, transportation, and graphic communications. Regular systematic classroom instruction is followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

Laboratory Training

Experimentation, practice, or simulation by students under the supervision of an instructor.

Leadership Skills

Ability to demonstrate, motivate, and encourage appropriate work habits, attitudes, skills, and involvement in occupational activities.

Marketing Education Program

A program that prepares students for marketing occupations, including merchandising and management, where products and services are made readily available to consumers and businesses. As the bridge between production (including creation of services and ideas) and consumption, marketing is used by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit companies.

Minimum Competency Lists

Competency lists validated by statewide technical committees composed of representatives from appropriate businesses, industries, and organized labor. School districts must choose one set of competencies per service area – and at least four service areas – to include within the three sequential instructional units in that service area.

Multi-Occupations Cooperative (MOC) Education

The MOC method combines on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction, or uses other career and technical education programs for training, and coordinates training with the employer at the training station. A multi-occupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are part of the related instruction.

Office Education (OE)

An instructional program to prepare students for office careers involving initial, refresher, and upgrading education that leads to employment and advancement in office occupations.

On-The-Job Training (OTJT or OJT)

A cooperative work experience planned and supervised by a teacher-coordinator and the supervisor (training sponsor) in the employment setting.

Preparatory Instruction

Programs preparing youth or adults for full or part-time employment, entrance or advancement in an occupation, or to equip workers with new or different skills demanded by technological changes.

Related Instruction

Classroom instruction received by cooperative career and technical education students that relates directly to the occupations in which students are engaged or are planning to engage.

Sequential Unit

A logical framework for the instruction offered in a related occupational area; no prerequisites for enrollment. Applies to an integrated offering directly related to educational and occupational skills preparation for jobs or postsecondary education. Chapter 281-12.5 of the Iowa Administrative Code defines a unit as a course meeting one of the following criteria: (a) is taught for at least 200 minutes per week for 36 weeks; (b) is taught for the equivalent of 120 hours of instruction; or (c) is an equated requirement as part of an innovative program meeting the educational needs and interests of people.

Specific-Related Instruction

Instructional topics that help students become more proficient in one occupational area; sometimes known as technical skill training or job-related instruction.

Student Agreement

An agreement for the student, parent, and teacher-coordinator that outlines program guidelines and expectations; used for admission into the cooperative education program.

Student-Learner or Student-Trainee

A student enrolled in a cooperative program that is recognized as part of the student's total educational program.

Student Organizations in Career and Technical Education

An organization for students that complements the instructional program. Student organizations in career and technical education include:

- *Business Professionals of America (BPA)* – secondary and postsecondary students in business
- *DECA* – (formerly Distributive Education Clubs of America) – secondary students in marketing
- *Delta Epsilon Chi* – postsecondary students in marketing
- *FBLA (Future Business Leaders of America)* – secondary students in business
- *National FFA Organization* – secondary students in agriculture (formerly Future Farmers of America)
- *FCCLA (Family Careers and Community Leaders of America)* – (formerly FHA – Future Homemakers of America) – secondary students in family and consumer science
- *HOSA (Health Occupations Student Association)* – secondary and postsecondary students in health
- *Phi Beta Lambda* – postsecondary students in business
- *PSA* – postsecondary students in agriculture
- *TSA (Technology Student Association)* – secondary students in industrial technology
- *Skills USA-VICA* – (formerly VICA – Vocational Industrial Clubs of America) – secondary and postsecondary students in trade and industrial education

Teacher-Coordinator

A member of the school staff who teaches the related subject matter in cooperative/work-based learning programs and coordinates classroom instruction with on-the-job training.

Technology Education

Instruction to help students become technologically literate and equipped with necessary skills to cope with, live in, work in, and contribute to a highly technological society.

Instructional areas include awareness of technology and its impact on society and the environment; furthering career development by contributing to knowledge of scientific principles, technical information, and skills to solve problems related to an advanced technological society; and familiarity with technologies that impact occupations in all six of the required service areas.

Training Agreement

An agreement developed cooperatively by the teacher, cooperating employer, parent, and student indicating what is to be accomplished by the student-learner on the job.

Training Sponsor

The employer, or employer's designee, who is responsible for supervising the learning experiences of the student-learner on the job, as defined by the training agreement.

Training Station

The place of employment where students learn occupationally related career and technical knowledge, skills, and attitudes.

Work-based Learning

The planned and supervised connection of classroom experiences with the expectations and realities of work. Work-based learning experiences provide all students the opportunity to develop and apply knowledge, skills, and employability attitudes and behaviors leading to better informed career choices and productive employment.

Work Experience (Exploratory)

Program providing students opportunities to observe and systematically sample a variety of work conditions in order to decide if they wish to pursue certain careers and to determine their suitability for occupations being explored. Development of saleable skills is *not* the purpose of the program.

WBL Document is Only a Guide

Consult the appropriate state and federal agencies, along with local school administration and legal counsel, when establishing work-based learning programs, policies, and procedures. Sample forms included in this Guide should always be adapted for use at a particular school or business and reviewed by local school administration and legal counsel. Remember:

*The WBL Guide 2002 is not intended to replace common sense. If a situation does not look safe, feel safe, or act safe, it is probably **not** safe, and students should not be placed there.*

Risk Assessment Checklist

The checklist on the following pages is a guide for assessing the safety and health program and working conditions at a potential training station. A review of risk factors will help determine whether a prospective employer is able to provide a safe and healthy workplace for students in work-based learning programs.

Key questions are:

- Is the business doing a good job of managing safety in its operation?
- Is the potential for injury and/or illness minimized for students working at the business?

Familiarize yourself with OSHA/IOSHA safety and health regulations in this Guide and review the contents of the checklist before scheduling an on-site visit to the potential training station. You may want to talk with one or more of the following company personnel: the plant manager, owner, safety director, risk manager, or human resources director. It may also help to discuss the items on the checklist with the person assigned direct supervision of the training station. Visiting a site in person will allow you to see any conditions, such as poor housekeeping, deteriorating facilities or equipment, poor air quality, among others, that may increase the potential for student injury or illness. Do not simply interview a potential employer over the phone. *At no time, should the checklist be sent to the prospective business for them to complete.*

REMEMBER: The intent of the checklist is not to judge whether a business is good or bad; it should only be used **as a guide** to determine whether work-based learning placements with this employer are in the best interest of students.

Risk Assessment Checklist

Topic	Issue	Yes	No	N/A	Score
Management Practices (12 possible points)	Written Safety and Health Policy in place?	1	0	0	
	Written Management Safety Policy Statement in place?	1	0	0	
	Safety policy communicated to all employees?				
	• Verbally	1	0	0	
	• In writing	2	0	0	
	Safety responsibilities assigned to supervisors?				
	• Verbally	1	0	0	
	• In writing	2	0	0	
	Supervisors are held accountable for safety?				
	• Verbally	1	0	0	
	• In performance appraisals?	2	0	0	
	All injuries reported immediately to management?				
	• Sometimes	1	0	0	
	• Immediate reporting	2	0	0	
	Someone is directly responsible for safety in the business operation?	1	0	0	
	Procedure in place for handling employee complaints regarding workplace safety and health?	1	0	0	
	Total for Topic				
Employee Involvement (4 possible points)	Safety committee in place?	1	0	0	
	Safety committee active, meets regularly?	1	0	0	
	System in place for reporting hazards?	1	0	0	
	At least one employer per shift trained in first-aid?	1	0	0	
	Total for Topic				
Training (7 possible points)	New employee safety orientation training program in place?	1	0	0	
	Employees trained to safely operate forklifts?	1	0	0	
	Employees trained to use fire extinguishers?	1	0	0	
	Employees trained to use personal protective equipment necessary for their work exposures?	1	0	0	
	Employees are provided with safety training?				
	• Infrequently?	0	0	0	
	• Quarterly?	1	0	0	
	• Monthly?	2	0	0	
	Total for Topic				

continued

Topic	Issue	Yes	No	N/A	Score
Exposures (8 possible points)	Will student operate any portable power tools?	0	1	0	
	Will student operate fixed equipment/machines?	0	1	0	
	Exposures to toxic dust, vapor, gases? Identify:	0	1	0	
	Exposure to elevated noise sources? Identify decibel (dB) level:	0	1	0	
	Will student wear a respirator?	0	1	0	
	Personal Protective Equipment (PPE) hazard assessment has been performed by business to determine PPE needed for each employee?	1	0	0	
	Exposures to hazardous chemicals?	0	1	0	
	Employees permitted to smoke in facility?	0	1	0	
	Total for Topic				
Protective Measures (13 possible points)	Workplace monitored for noise levels?	1	0	0	
	Written procedures in place for:				
	• lock-out/tag-out (de-energizing machines and equipment before they are maintained or repaired)?	1	0	0	
	• using respiratory protection equipment?	1	0	0	
	• safely responding to workplace emergencies?	1	0	0	
	• protection against blood-borne pathogens?	1	0	0	
	• entering and working in confined spaces?	1	0	0	
	• handling and storing flammable liquids?	1	0	0	
	Fire extinguishers provided throughout facility?	1	0	0	
	Approved safety glasses required to be worn at all times in areas of risk for eye injury?	1	0	0	
	Formal housekeeping plan addresses clean-up of spilled materials or liquids?	1	0	0	
	All exits provided with lighted EXIT signs?	1	0	0	
	Material Safety Data Sheets (MSDS) available for employee use in identifying hazards of chemicals they handle?	1	0	0	
	Eye-wash / shower measures provided?	1	0	0	
	Total for Topic				
Accident/Injury Reporting (10 possible points)	Supervisors investigate all personnel injuries within 24 hours?	1	0	0	
	Supervisor Accident Investigation Report completed for each accident?	1	0	0	
	Restricted Work Program in place for employees injured on the job?	1	0	0	
	Company doctor identified?	1	0	0	
	Supervisors investigate all vehicle accidents?	1	0	0	
	All reportable injuries/illnesses recorded on OSHA 300 log?	1	0	0	

Topic	Issue	Yes	No	N/A	Score
Reporting, con't.	OSHA poster visible where employees gather?	1	0	0	
	Any work-related injuries this year?	0	1	0	
	Incident rate for past year? (Incident rate = number of recordable injuries x 200,000 divided by number of hours worked)				
	• More than 10	0	0	0	
	• Between 5 and 10	1	0	0	
	• Less than 5	2	0	0	
Total for Topic					
Inspections/Audits	Weekly or monthly safety inspections?	1	0	0	
	Safety inspections documented in writing?	1	0	0	
	Weekly or monthly inspection of vehicles and mobile equipment?	1	0	0	
	Forklifts inspected daily?	1	0	0	
	On-going equipment preventive maintenance plan in place?	1	0	0	
	Fire extinguishers inspected monthly?	1	0	0	
Total for Topic					

Prospective Company Total Scores

- Management Practices _____
 - Employee Involvement _____
 - Training _____
 - Exposures _____
 - Protective Measures _____
 - Accident/Injury Reporting _____
 - Inspections _____
- TOTAL SCORE _____

RATINGS

- 60 to 50 Excellent program; placement recommended
- 49 to 39 Good program; recommended with upgrades that are
discussed with the business before placement
- 28 to 28 Fair program; questionable placement
- 27 or below Poor program practices; placement not recommended

At any time, a business may implement risk management practices for those issues receiving no points in the assessment which could allow their evaluation to be upgraded.

*This checklist is not intended to replace common sense. If a situation does not look safe, feel safe, or act safe, it is probably **not** safe and students should not be placed there.*

Sample Safety Inspection Checklist

EMPLOYER POSTING

OSHA poster displayed? Y N
Emergency telephone numbers displayed? Y N

RECORD KEEPING

OSHA 300 logs kept up to date? Y N
Summary posted in February? Y N

MEDICAL

Medical records filed separately? Y N
First-aid kits, gloves available? Y N

FIRE PROTECTION

Fire extinguishers inspected monthly? Y N
Mounted? Accessible? Y N
Charged? Tagged? Y N
18" sprinkler clearance maintained? Y N
Fire alarm system operational? Y N
Fire doors blocked? Y N

FLAMMABLES / COMBUSTIBLES

Stored adequately? Y N
Labeled? Y N
In approved containers? Y N
Bonded? Grounded? Y N
Oily rags stored in metal containers? Y N

HOUSEKEEPING

Materials cleaned up quickly, completely? Y N
Aisles designated and clear? Y N
Oil, chemicals, water cleaned up off floor? Y N
Adequate space between machines? Y N
Adequate storage? Y N
Paint filters, paint booth clean? Y N

PERSONAL PROTECTIVE EQUIPMENT

Being worn as required? Y N
Stored adequately? Y N
Cleaned? Maintained? Y N
Eye wash/showers inspected? Tested? Y N

COMMENTS:

Inspector Name _____

MATERIAL HANDLING

Hooks provided with safety latches? Y N
Limit switches operational? Y N
Hoists inspected monthly? Y N
Rated load for hoists posted? Y N
Controls plainly marked? Y N
Slings, chains inspected? Tagged? Y N

EXITS

Accessible? Lighted? Marked? Y N
Exit doors unlocked? Y N

TOOLS

Acceptable condition? Y N
Stored adequately? Y N
Grinders guarded? Adjusted? Y N
Ladders inspected? Acceptable? Y N
Guarded? Grounded? Y N

MACHINES / EQUIPMENT

Guarded? Secured? Inspected? Y N
Lockout procedures used? Y N
Grounded? Y N
Pressure relief valves checked? Y N

WELDING, CUTTING, BRAZING

Flow check valves used? Y N
Oxygen/acetylene stored apart? Y N
Cylinders chained/secured? Y N
Hot-work permit used? Y N
Regulators closed after use? Y N
Acetylene used below 15 psi? Y N
Hoses/cables condition acceptable? Y N

ELECTRICAL

Grounded? Y N
Panels, breakers labeled? Y N
Temporary wiring protected? Y N
GFCIs provided around moisture? Y N
Insulation adequate? Condition OK? Y N

Date of Inspection _____

SAMPLE TRAINING PLAN

Education at Work: Protech Training Plan

Student: _____

Date: _____

DEPARTMENT / POSITION:
Special Services / Operations Clerk

Rating Scale

1 = Not Applicable

2 = Exposed to Task

3 = Performs Task with Assistance

4 = Mastered Task

5 = Can Demonstrate Task to Others

I. Department Procedures	1	2	3	4	5
<i>A. Tasks</i>					
1. Researches \$50-and-under overdraft/charge-offs for other account relationships.					
2. Data entry on MSAccess.					
3. Responds to inquiries by customers and branches, performing research when necessary.					
4. Performs follow-up with branch staff and/or customers, as appropriate.					
5. Has direct contact with vendors to give and receive updated information.					
6. Assists in the preparation and filing of branch administration reports.					
7. Types letters, memos, and other documentation by using MSWord.					
8. Provides telephone coverage.					
9. Handles incoming and outgoing mail.					
10. Keeps department filing current.					
11. Produces letters to branches regarding customer overdraft.					
12. Other duties as assigned:					
<i>B. Systems / Equipment Proficiency</i>					
1. Uses computer to perform daily functions.					
2. Accurately uses 10-key adding machine.					
3. Efficiently operates telephone systems.					
4. Uses fax machine.					
5. Operates copying machine.					
<i>C. Terminology / Conceptual Understanding of Department</i>					
1. Develops a working knowledge of the branch. Supports department and all aspects of branch operations.					
2. Understands department filing system.					

Rating Scale

ES = Exceeds Standard

MS = Meets Standard

BS = Below Standard

N/A = Not Applicable

II. Principles	ES	MS	BS	N/A
<i>A. Understanding of Organization</i>				
1. Describes functions of the department's work.				
2. Explains how department relates with other departments.				
3. Understands the purpose of major departmental procedures.				
4. Other:				
<i>B. Safety and Security</i>				
1. Adheres to company safety and security regulations.				
<i>C. Skills (where applicable)</i>				
1. Understands and demonstrates basic knowledge of banking, insurance, and investments:				
• Computation skills				
• Reading skills				
• Telephone skills				
• Keyboard/computer skills				
• Filing skills				
• Office machines				
• Verbal and written communication				
a. Writes clearly, concisely, and accurately				
b. Listens actively; understands directions				
c. Asks questions to learn, to solve problems, and to clarify				
<i>D. Other / Miscellaneous</i>				
1. Understands departmental terminology.				
2. Other:				

III. Excellence	Meets Standard	Below Standard
<i>A. Ethics</i>		
1. Demonstrates honesty and reliability.		
2. Maintains integrity in reporting time and filling out time sheets.		
<i>B. Behavior / Quality of Work</i>		
1. Shows a commitment to accuracy in work.		
2. Demonstrates an ability to work independently.		
3. Takes initiative when appropriate.		
4. Quantity of work.		
5. Completes / produces work in a timely manner.		
<i>C. Professionalism</i>		
1. Adheres to schedule and discusses changes with supervisor.		
2. Arrives on time; takes appropriate time for lunch.		
3. Informs supervisor if late or absent.		
4. Adheres to professional dress code.		
5. Wears / carries I.D. badges at all times (if applicable).		
6. Does not receive personal phone calls except in an emergency.		
7. Maintains confidentiality.		
8. Demonstrates respect for authority.		
<i>D. Teamwork</i>		
1. Interacts with others in a professional manner.		
2. Cooperates with others to complete team goals.		
3. Communicates effectively with clients, supervisors, and coworkers.		
<i>E. Other:</i>		

Example training plan reprinted from *Getting to Work: A Guide for Better Schools* by M. Rahn, et. al., Berkeley: MPR Associates.

SAMPLE TRAINING AGREEMENT

School Name, Address, Phone Number

Student-Learner _____ Job Title _____
 Business _____ Phone _____
 Supervisor/Employer _____ Title _____
 Training Period Begins _____ Ends _____ Pay Rate _____
 Career Objective _____

Work-based Learning prepares students for employment. To participate, all parties must agree to:

Everyone

- The agreement will not be terminated without the knowledge of all parties concerned.
- The teacher-coordinator and the training sponsor will cooperatively develop and update the student's training plan.
- After providing appropriate notification, the student may withdraw or transfer from a training station when it would enhance the student's educational opportunities.
- The student will work at least __ hours, but not more than __ hours, each week. (IA: 28 hrs max; US: 18 hrs max)
- Appropriate insurance is secured and in force.
- All complaints or problems should be addressed to and resolved by the teacher-coordinator.

Student

- The policies, rules, and regulations of the school and the business will be upheld.
- Actions, attitudes, and appearance will reflect positively on the school and the business.
- Advance notification of absence will be given to the employer and the teacher-coordinator.
- The student will attend an annual employer appreciation event.
- Other part-time employment will not be pursued while enrolled in the work experience course.
- Records of work experiences will be completed and submitted as required by the school.
- Work-based learning activities will be chosen and completed as designated by the teacher-coordinator.
- The teacher-coordinator must give approval before the student may quit or change jobs.

Parents

- Responsibility for the student's personal conduct at school and at work resides with the parents.
- The student's parents or guardians must provide transportation to and from the work station.
- The student will be encouraged to carry out duties and responsibilities effectively.

Employer

- The student will be employed for the number of hours each week that provides a continuum of training.
- The student will be assigned a supervisor who will work with the teacher-coordinator in developing the student's training plan and evaluating the student.
- State and federal employment and compensation regulations apply to the student.
- State and federal safety and health regulations apply to the workplace and the student.
- The student will be prohibited from working if he or she has not been in school.
- The student will be paid the prevailing wage of other workers doing similar work.

Teacher-Coordinator

- The student's on-the-job performance will be observed and evaluated periodically throughout the year.
- The teacher coordinator will assist the student in securing employment at an approved training station.
- The teacher-coordinator will work with the training sponsor to develop a training plan for the student.
- The teacher-coordinator will counsel the student about her or his progress on the job.
- The teacher-coordinator will determine the student's final grade for the work experience course.
- The teacher-coordinator will provide activities for the student to complete on the job.
- The teacher-coordinator will reinforce on-the-job experiences with related classroom instruction.
- The teacher-coordinator will fairly enforce policies, rules, and regulations.

_____ Employer	_____ Date	_____ Teacher-Coordinator	_____ Date
_____ Student	_____ Date	_____ Parent/Guardian	_____ Date

It is the policy of the parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs, and otherwise treated without regard to race, color, national origin, gender, religion, age, marital status, or disability.

Work-based Learning Resources

Work-based Learning Guide 2002

The contact information provided in this section was accurate as of the date of publication. However, changes are likely to have occurred since the *Work-based Learning Guide* was completed. Call Directory Assistance, or check the Government Section of your local telephone directory, the State of Iowa Web site <<http://www.state.ia.us>>, or the US Government Web Portal <<http://www.firstgov.gov>> for contact information that may be the most current.

Americans With Disabilities Act (ADA)

Division of Vocational Rehabilitation Services
510 East 12th Street
Des Moines, Iowa 50319
515-281-4311 voice/TTY

Department of Human Rights
Lucas Building
Des Moines, Iowa 50319
515-281-7300

<http://www.usdoj.gov/crt/ada/adahom1.htm>
<http://www.usdoj.gov/crt/ada/pubs/ada.txt>

Child Labor Work Permits and Iowa's Minimum Wage Law

Iowa Workforce Development
Iowa Division of Labor Services
1000 East Grand Avenue
Des Moines, Iowa 50319
800-JOB-IOWA (800-562-4692) toll-free

Child Labor Permits: 515-242-5869
Minimum Wage: 515-281-5337

<http://www.workforcedevelopment.org/labor>
<http://www.state.ia.us/iwd/labor/index.html>

Equal Employment Opportunity Commission (EEOC) US

1801 L Street, N.W.
Washington, D.C. 20507
202-663-4900 voice
202-663-4494 TTY

Chicago District Office
500 West Madison Street, Suite 2800
Chicago, IL 60661
312-353-2713 voice
312-353-2421 TTY

<http://www.eeoc.gov>

Fair Labor Standards Act and Employment of Student-Learners

Federal Wage and Hour and Federal Child Labor Laws
230 S Dearborn Street, Room 412A
Chicago, Illinois 60604-1591
312-353-7167

US Department of Labor
Wage-Hour Division, Employment Standards Administration
643 Federal Building
210 Walnut Street
Des Moines, Iowa 50309
515-284-4625

<http://www.dol.gov>

**Immigration Reform and Control Act
Immigration and Naturalization Service (INS)**

Federal Building, Room 369E
210 Walnut
Des Moines, Iowa 50309
515-323-2050

Federal Building, Room 1008
106 South 15th Street
Omaha, Nebraska 68102
402-697-9152

<http://www.ins.gov>

Internal Revenue Service (US)

800-829-1040

<http://www.irs.gov>

Iowa Association of Business and Industry

Vice President of Foundation Programs
904 Walnut Street, Suite 100
Des Moines, Iowa 50309

515-235-0560 voice
800-383-4224 toll-free
515-244-8907 fax

Iowa Center for Career and Occupational Resources (ICCOR)

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319
515-242-5033
800-308-5993 (toll-free, Iowa only)
515-281-7528 fax

<http://www.state.ia.us/iccor>

Iowa Centralized Employee Registry

New Hire Reporting
515-242-5811 or 515-281-8933
800-759-5881 fax

Iowa Department of Economic Development

Community Development Division
200 East Grand Avenue
Des Moines, Iowa 50309
515-242-4700

<http://www.state.ia.us/ided>

Iowa Department of Education

School-to-Work Office
Grimes State Office Building
Des Moines, Iowa 50319
515-242-5611 voice
515-242-5618 fax
515-281-8848 voice/information

<http://www.state.ia.us/educate/>

Iowa Insurance Division / Iowa Insurance Commissioner

330 Maple Street
Des Moines, Iowa 50319-0065
515-281-5705
877-955-1212 toll-free
515-281-3059 fax

<http://www.iid.state.ia.us/>

Iowa Jobs Tax Credit

Iowa Department of Revenue and Finance
Taxpayer Services
P O Box 10457
Des Moines, Iowa 50306-0457
515-281-3114
800-367-3388 (Iowa only) toll-free

<http://www.state.ia.us/tax/index.html>

Iowa Occupational Safety and Health Administration (IOSHA)

Iowa Workforce Development
Iowa Division of Labor Services
1000 East Grand Avenue
Des Moines, Iowa 50319
515-281-8066
800-JOB-IOWA (800-562-4692) toll-free

<http://www.iowaworkforce.org/labor/iosh>

Iowa School District Insurance Provider

Jester Insurance Services, Inc.
P O Box 4779
Des Moines, Iowa 50306-4779
515-243-2707 voice
515-243-6862 fax

Iowa Workforce Development

Division of Labor Services
1000 East Grand Avenue
Des Moines, Iowa 50319-4692
515-281-5387
800-562-4692

<http://www.iowaworkforce.org>

Iowa Work Opportunity

Welfare-to-Work Tax Credits
Iowa Workforce Development
150 Des Moines Street
Des Moines, Iowa 50309-5363
515-281-9023

Job Injuries – report fatalities within 8 hours

Iowa Division of Labor Services
Iowa Workforce Development
1000 East Grand Avenue
Des Moines, Iowa 50319
515-281-5668
877-2-IA-OSHA (877-242-6742) toll-free

<http://www.iowaworkforce.org/wc/>

Legal Resource for Iowa School Districts regarding STW/WBL Legislation

Ahlers, Cooney, Dorweiler, Haynie, Smith & Allbee, P.C.
Attention: Andrew (Drew) Bracken
100 Court Avenue, Suite 600
Des Moines, Iowa 50309-2231
515-243-7611

National Institute for Occupational Safety and Health (NIOSH)

Robert A. Taft Laboratories
4676 Columbia Parkway
Cincinnati, OH 45226
800-356-4674 voice
513-533-8573 fax
888-232-3299 fax-on-demand

<http://www.cdc.gov/niosh/homepage.html>

Occupational Safety and Health Administration (OSHA – federal)

210 Walnut Street, Suite 185
Des Moines, Iowa 50309
515-284-4794
800-356-4674 toll-free

<http://www.osha.gov>

Publications

US Department of Labor
643 Federal Building
210 Walnut
Des Moines, Iowa 50309
515-284-4625

Wage and Hour Publication 1343
Employment of Student-Learners

Wage and Hour Publication 1330
Child Labor Requirements in Non-Agricultural Occupations

Wage and Hour Publication 1282
Handy Reference Guide to the Fair Labor Standards Act

Index to Regulations – *Code of Federal Regulations*
http://www2.dol.gov/dol/allcfr/Title_29/Chapter_V.htm

Risk Management Consultant to Iowa Department of Education

Strosahl's Consulting Service
Attention: Ken Strosahl
4590 NE 108th Street
Mitchellville, Iowa 50169
515-967-5472

Social Security Administration

Federal Building, Room 293
210 Walnut Street
Des Moines, Iowa 50309
800-772-1213

<http://www.ssa.gov>

South Central Federation of Labor – AFL-CIO

School-to-Work Coordinator
2000 Walker Street, Suite B
Des Moines, Iowa 50317
515-265-1862

Unemployment Compensation (Iowa)

Iowa Workforce Development Center
Tax Department
1000 East Grand Avenue
Des Moines, Iowa 50319

Unemployment Insurance Call Center	515-281-4199 or 877-891-5344
Unemployment Appeals	515-281-3747
Employer Tax (Unemployment)	515-281-5339
Field Auditors	515-281-8216
Customer Assistance Center	515-281-5387 or 800-JOB-IOWA (800-562-4692)

<http://www.iowaworkforce.org/ui/index.html>

Web Portal for Federal Agency Information

<http://www.firstgov.gov>

Workers Compensation (Iowa) – report fatalities within 8 hours

Iowa Workforce Development
1000 East Grand Avenue
Des Moines, Iowa 50319
515-281-5387 voice
800-JOB-IOWA (800-562-4692) toll-free
515-281-6501 fax

<http://www.iowaworkforce.org/wc/>

YouthRules! Initiative

This teen employment initiative from the US Department of Labor is designed to promote positive and safe work experiences for young workers. YouthRules! Web page and activities will educate teens, parents, educators, employers, and the public on federal and state rules regarding young workers – the hours youth can work, jobs youth can do, and how teens and employers can work together to ensure safe work experiences.

<http://www.youthrules.dol.gov/>